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ABSTRACT

Self-contained lessons for use in secondary level social studies, English, and language arts courses will help students understand that they are a part of a global community. Although written for use in Ohio schools, the lessons can easily be adapted for use in other states. Unit 1 shows students how the decisions of people in other countries can affect their lives and their futures, and how their own decisions can affect people of other lands. Examples of activities include having students discuss things they can do to reduce the impact of oil price increases, identify foods used in mid-Ohio which are not produced in the United States, and identify how some Ohio organizations are involved internationally. Unit 2 shows students the ways in which interests, values, stereotypes, and roles affect how people judge international activities. Examples of activities include having students read and discuss materials circulated by specific Ohio organizations involved in international activities and infer goals and objectives from them, and decide where to locate a new factory abroad. Information provided for each lesson includes duration, purpose, objective, background information for teachers, and student materials. (RM)

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MAKING DECISIONS: OUR GLOBAL CONNECTION

Lessons for Teaching Citizenship Skills and Concepts Using Local Involvement in World Affairs: Grades 8-12

by

Robert B. Woyach
Mershon Center

with

Andrew Thress, Columbus Public Schools
James Sims, Columbus Public Schools
Barbara Pratzner, Columbus Council on World Affairs

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1980

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ACKNOWLEDGEMENTS

This volume of lessons marks the culmination of a five month effort by the author and a team of others to do what heretofore had never been done: to develop an integrated set of lessons using the international activities of a local community to teach students skills and concepts basic to citizenship education.

The opportunity to develop these lessons would not have existed were it not for two other landmark programs. The inspiration and substantive materials upon which these lessons are based are due almost entirely to the previous research of the Columbus-in-the-World Project (CITW). Housed at the Mershon Center, and supported by the Kettering Foundation of Dayton, Ohio, the researchers associated with CITW provided the first detailed look at the complex and widespread web of direct international activities which link local people and local institutions to the world community. Without CITW, these lessons would not exist.

Nor might the impetus behind these lessons have emerged were it not for the U.S. Department of Education's program in Citizen Education for Cultural Understanding. In Columbus, that program helped to support workshops for over three hundred middle school teachers. Those workshops demonstrated both the need and the utility of lessons such as these, which provide teachers with ideas and strategies for using those concrete learning resources at hand in the community to teach students about their world.

Besides the principal author, three people are particularly responsible for the lessons contained on these pages. Barbara Pratzner of the Columbus Council on World Affairs developed the instructional options for using local resource people to supplement each lesson. James Sims of the Columbus Public Schools developed the set of English and language arts options at the end of each lesson. Andrew Thress helped research and draft supplementary materials for the lessons themselves. All three provided valuable reactions and ideas which have helped improve the lessons immensely.

Four other individuals served on the team which brainstormed ideas for these lessons, reacted to lesson outlines and reviewed the lesson plans. They include Judy Kies and Chad Alger of the Mershon Center and Tom Leidich and Warren Robinson of the Columbus Public Schools. To them also goes a debt of gratitude.

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PREFACE

These materials were developed as part of a joint effort of the Columbus Public Schools, the Columbus Council on World Affairs, and the Mershon Center of The Ohio State University. These three institutions along with other local school systems and interested people have, through the Youth Education Committee of the Columbus Council on World Affairs, cooperated for the past six years to produce programs and resources aimed at enriching international education in local schools.

Programs and resources stemming from this cooperation include:

- Resources International, founded in 1977, a program which links teachers and others in the community to some 200 local experts on a variety of international issues and topics.
- Three curriculum handbooks for "Using Local Resources" (1979) in elementary, middle and high schools suggesting ways in which Resources International can be used in specific courses.
- Workshops for some 300 mid-Ohio teachers on "Strategies for Using Local Resources to Improve Global Education (1979-80).
- "World Regions: The Local Connection" (1982), a set of 53 lessons and activity ideas which help students develop both a consciousness of their linkages to various world regions and provide students with an opportunity to explore the similarities among peoples despite cultural differences and to perceive themselves as borrowers of the world's cultures and creators of the world's culture.
- A program enabling some thirty local high school students to serve as language interpreters for participants from abroad at the International Union of Local Authorities meeting in Columbus in June 1981.

It is this on-going effort to find ways to enrich and improve education about things international, and things local, which makes the future of international education within Central Ohio most promising. It is our hope that these materials can play a role in facilitating this effort to better prepare our youth for citizenship in the next century.

UNIT 1

MID-OHIOANS IN THE GLOBAL COMMUNITY

A SUMMARY OF KEY IDEAS FOR TEACHERS - UNIT I

People in mid-Ohio are members and citizens of many communities. Most of us identify with at least three of them. We are "mid-Ohioans" or "Columbusites," we are "Buckeyes," and we are "Americans." But we are also members of another community, less commonly recognized, that is the global community.

What does being a part of a "global" community mean? It certainly does not mean that we always agree with other members of the community. Even mid-Ohioans do not always agree. It does not even mean that we all have the same language, values, customs or goals. Those things help us feel more like a community. But Hispanic Americans, Black Americans and white Americans, Southern Americans and Northern Americans, Americans involved in business and Americans involved in religious life do not always share the same language, the same values, the same customs or the same goals either.

What we do share with members of our global community is a history, a present, and most importantly a future. We share these things because decisions made by people around the world routinely affect our lives in mid-Ohio. And decisions made by mid-Ohioans routinely affect people in other countries.

Our lives have been revolutionized because an Italian inventor decided to develop radio and two French scientists decided to do research into X-rays. Life in villages in Bangladesh has been revolutionalized because engineers at Battelle Memorial Institute decided to build a practical water pump for less developed countries. Our prosperity, today and in the future, will be affected by the decisions of foreign businesses to invest in Ohio. The prosperity of Japanese, Italian, French and German autoworkers has been increased by our decisions to buy smaller cars. Our fathers, brothers and children have and may again die because of decisions by others to fight wars. Our votes elect a President who controls nuclear weapons which could destroy civilization everywhere.

Being part of a global community, or any other community, is not all good, or all bad. It can complicate some things. Keeping out foreign cars to raise employment here, for example, can cause trade wars and lower employment in mid-Ohio firms which sell things to people elsewhere. Being part of a global community can even hurt. When oil producers raise prices, people in mid-Ohio have to make difficult choices about the cars they buy and how much they drive them. Being part of a global community can also help. When New York corporations move their Ohio factories to Arizona, foreign investors can sometimes be found to create new jobs here.

The purpose of this unit is to show students, through specific examples, how the decisions of people in other countries can affect their lives and their futures. It also shows how the students' decisions can create opportunities for other people which can also change their lives, for better or for worse. Finally, the students will be given opportunities to gather and work with information indicating just how extensive are the international activities which link their lives and the lives of others in mid-Ohio to the global community. In the process they will develop analytical, reading and writing skills, and will learn more about themselves and their local community.

Lesson One: **THE DECISIONS OF OTHERS AFFECT US -- THE COST OF ENERGY**

Duration: One or two class periods.

Purpose: To show students how decisions and events in other countries can influence basic life-style choices of mid-Ohioans.

Objective: Students will identify life-style decisions they make and decisions made by people in other countries. They will judge how the decisions of the latter will affect their own choices.

Background Information for Teachers:

The most basic characteristic of the global community is that decisions made by people in one country can routinely affect the lives of people in other countries. This is what is meant by "dependence" and "interdependence." In this and the next lessons, students will analyze concrete examples of how decisions can affect other peoples.

In this lesson, students will see how decisions made by people in other countries can have a dramatic impact on the ways in which mid-Ohioans live. Recent increases in the price of oil provide a clear case study of our dependence on other peoples. When members of the Organization of Petroleum Exporting Countries (OPEC) decide to raise royalties on the oil pumped out of their land, the prices of gasoline, heating oil, airline tickets, record albums, plastic wrap, model airplanes, industrial chemicals, fertilizers, insecticides, and household cleaners also rise.

Nor is this the whole story. Increased prices for things which are basic to our life-style, such as gasoline for transportation and records for pop culture, can force hard choices about how we live. We may have to drive smaller cars. We may have to drive less and depend more on mass transportation. We may have to live in areas better served by bus lines. If we do not make these changes, we will at the very least have less of the other things we want as more and more income is spent on gasoline.

Of course, not all decisions made abroad need have a bad impact on mid-Ohioans. Typically, decisions made by others are good for some of us and not so good for others. Japanese businessmen decided to build high quality but relatively cheap stereo equipment. As a result, mid-Ohio teenagers today have the luxury of enjoying the latest album at home anytime they want. On the other hand, Americans who once made record players and stereos have had to find new jobs. Even price increases by OPEC are not totally bad. As prices have risen, cities have bought more buses. That has been good for people who build buses!

Decisions made by people in other countries affect us because we are tied to them through international activities. An activity is international when someone or something involved in the activity crosses a national

border. Decisions by OPEC members affect us only because we buy and use their oil. Decisions made by Japanese stereo makers affect us only because they can ship their stereos here and sell them to mid-Ohioans. In both cases, the decision has an impact here because products moved across national borders from other countries to ours.

This lesson shows students how decisions made by OPEC members have and will continue to have an impact on very basic decisions the students will make. It shows how the price of oil, which is directly affected by OPEC decisions, can also influence our decisions about where we live, what types of cars we drive, and how much we drive them. Students are asked to use generalizations learned from the oil example to identify other decisions by people abroad which may have an impact on mid-Ohioans.

Materials: One copy of the worksheet "The Cost of Oil and You" for each student. Personal copies of one issue of the local newspaper for each student.

Strategies:

OPENING THE LESSON

Step 1: Students right now, and increasingly in the future, make a lot of decisions about how they want to live their lives. Suggest some examples of these decisions, or have students suggest some. Suggestions should include decisions made now (eg, buy record albums), in the near future (eg, what kind of car to buy), and in the distant future (eg, where to live within the city).

Many things affect decisions like these. Among them, the decisions of people in other countries. List the three decisions in the example below on the board and have students identify considerations which might affect each. List these under each.

Example:

Buy a record album	Buy a sports car	Buy a house in the suburbs
- Who recorded it	- Gas mileage.	- Cost (price, taxes, etc.).
- Songs on it	- Cost.	- Convenience to work, stores, etc.
- Price	- What the car will be used for.	- Neighborhood (nice houses, noise, crime rate, type of people).
- Other things I need the money for.		

DEVELOPING THE LESSON

Step 2: As they all know, gasoline prices have been rising. In large part this has been due to decisions made by a group of national governments whose countries export most of the world's oil: OPEC. Gasoline prices have risen in mid-Ohio from around 29¢ per gallon in the mid-1960s to around $1.20 today. In Europe and Japan, other places which import a lot of oil, prices are much higher (around $3.00 in France right now). As oil supplies go down, prices could rise to as much as $10.00 per gallon by the time today's students are in the work force (circa 2000).

This discussion can be more or less elaborate. You may wish to have students identify and map countries which export oil or countries which use more oil than they produce. (Maps and information on OPEC are appended to this lesson). What is important in achieving the objective of the lesson is the generalization that decisions made by OPEC have an impact on prices in mid-Ohio, particularly gasoline prices.

Step 3: Ask students what other things have been affected by the increasing price of oil. Their responses should include the prices of a variety of other petroleum-based products. Note the impact of these price increases on their decisions to buy certain things of particular relevance, such as record albums.

Then hand out and have students complete the worksheet: "The Cost of Oil and You." Suggest that just as increasing oil prices have complicated their lives now, they may complicate them even more in the future.

Step 4: When students have completed their calculations, check their answers for Question 4 on the worksheet. Then survey the class' original answers to Questions 1 and 2. Ask how many students changed their answers for Question 5. Why? Why have students who did not change their answers done so? What will happen if students continue to want gas guzzling cars--to them and to all of us?

Note that specific decisions the students reach are not as important as their perception that international decisions may affect these decisions and will affect their lives regardless of their decisions.

You might discuss the following questions:

1. Is the impact of OPEC decisions "good" or "bad" and in what sense is it good or bad?
2. Is the decision and impact bad for everyone in mid-Ohio? (Remember bus makers and people who work for COTA.)
3. Why does the OPEC decision affect us at all? (We buy their oil. That is, we are involved in an international activity which links us to them.)

CONCLUDING THE LESSON

Step 5: The newspaper is an important source of information about events and decisions abroad which may affect us. Skim a few issues of the local newspapers and clip two or three articles which you think best exemplify decisions made by others which may have an impact on mid-Ohioans. Project the articles to the class and discuss the following questions:

1. What were the decisions made by people abroad as indicated or implied in the articles?
2. What impact will these decisions have on mid-Ohioans and why?
3. Do you think the impact will be more or less important and why?

Option: Several articles from past issues of the Columbus newspapers are included at the end of this lesson. They might be used as a basis for the class discussion.

Step 6: Have students read through two or three issues of the Columbus Dispatch or Citizen-Journal and clip any stories about decisions made abroad which will have an impact on mid-Ohioans. They might do this at home or in class in groups of two or three. The clippings should be sorted into two sets: those which the students think will have a more important impact and those which will have a less important impact.

The students should select two or four of the articles from each of the above sets, tape them to one side of a regular piece of paper, and answer the first two questions above on the second side.

INSTRUCTIONAL OPTIONS

Resource Persons:

-Invite a resource person to the class for the students to informally question about an international event(s) that had an impact on their decisions/activities. (It might be someone from a refugee resettlement organization to talk about events in Indochina or Cuba or someone from the local Islamic community to talk about events in Iran.) Call 461-0632 two weeks in advance.

English and Language Arts:

-Have students compare different aspects of two economy cars and decide which of the two would be most advisable to buy if they were young adults commuting to and from work. After consulting resources in library learning center and comparing newspaper and magazine advertisements, write a comparison and contrast paragraph based upon one of the following topic sentences:

A (name of car) is a better buy than a (name of car).

The advantages of (name of car) outwiegh the advantages offered by (name of car).

-Have students write a report on Columbus in the year 2000. They may consult reference materials, interview knowledgeable adults in the field of city development, or write purely from their own knowledge and imagination. In their reports they should discuss such topics as transportation, business development, housing, education, clothing and recreation. Ask students to include sketches or pictures to illustrate their predictions.

-Have students, in pairs, role play a car salesperson and a buyer. The salesperson is pushing a larger, more expensive car, while the buyer is looking for a smaller, more economic model. After improvising the discussion which might take place, have the pairs of students write and punctuate correctly a short dialogue between the two (salesperson and customer) based upon their improvisation.

-Include in the students' spelling and vocabulary work words such as suburban, rural, commute, estimate, export, impact, gasohol, and consumption. Have students keep a personalized spelling and vocabulary notebook or folder to which they frequently add new words or common terms which relate to the unit.

-Have students make a list of words which have been added to our language over the past several years resulting from technological and scientific advancements. Suggest words such as gasohol, smog, radar, etc. Have students create new or fused words for the future.

-Have students investigate currently used acronyms (OPEC, AEC, FCC, NASA, etc.) as to their meanings and create some new acronyms which might relate to the future.

Other Options:

-Have students in groups representing different parts of the world prepare displays of the articles they clip from the newspaper. These articles might be combined with some from the next lesson. You might also wish to have students continue scanning the newspaper for future articles which demonstrate that international decisions affect our lives. These too could be included in the displays as they occur.

-Environmental issues often come into play in disputes between countries. Have students select two countries in another part of the world that are likely to have environmental disputes and make a list of these potential disputes. Students could compare and contrast one another's lists.

THE COST OF OIL AND YOU

Answer the following questions. There is no "right" or "wrong" answer to questions 1, 2 or 5. But there can be more logical or less logical answers or explanations for your decisions in question 5.

1. Among the three types of cars listed below, which do you think you are most likely to buy when you are old enough? (Check one. You only have a choice of these three.)

   a. Cadillac Coupe de Ville (a large luxury car).
   b. Pontiac Firebird (a sporty car with high performance).
   c. Honda Civic (a small car).

2. Where do you think you are most likely to live when you have your own home or apartment? (Assume you work in downtown Columbus.)

   a. Within the city, near work.
   b. In the newer suburban areas, further away from work.
   c. Out in more rural areas, very far from work.

3. The following are real or possible prices of gasoline for the years listed: (No, there is no question for you to answer here!)

   a. 1970 - $ .29
   b. 1980 - $ 1.20
   c. 2000 - $10.00

   The following are average 1980 gas mileage estimates for the cars listed: (Your real mileage will vary depending on driving habits, etc.)

   a. Cadillac: 18 miles per gallon
   b. Pontiac: 22 miles per gallon
   c. Honda: 41 miles per gallon

   The following are average mileage estimates from three parts of mid-Ohio to downtown Columbus:

   a. Within the city: Clintonville, five miles
   b. The surrounding suburbs: Worthington, ten miles
   c. The rural areas outside the city: Lithopolis, fifteen miles

THE COST OF OIL AND YOU
(continued)

4. Calculate the following costs using the above information. In making the calculations, you should assume that you work 240 days per year. Remember also that you must drive two ways--to work and back home.

   a. How much will it cost annually to drive to work and back if you live in a suburban area and work in downtown Columbus?

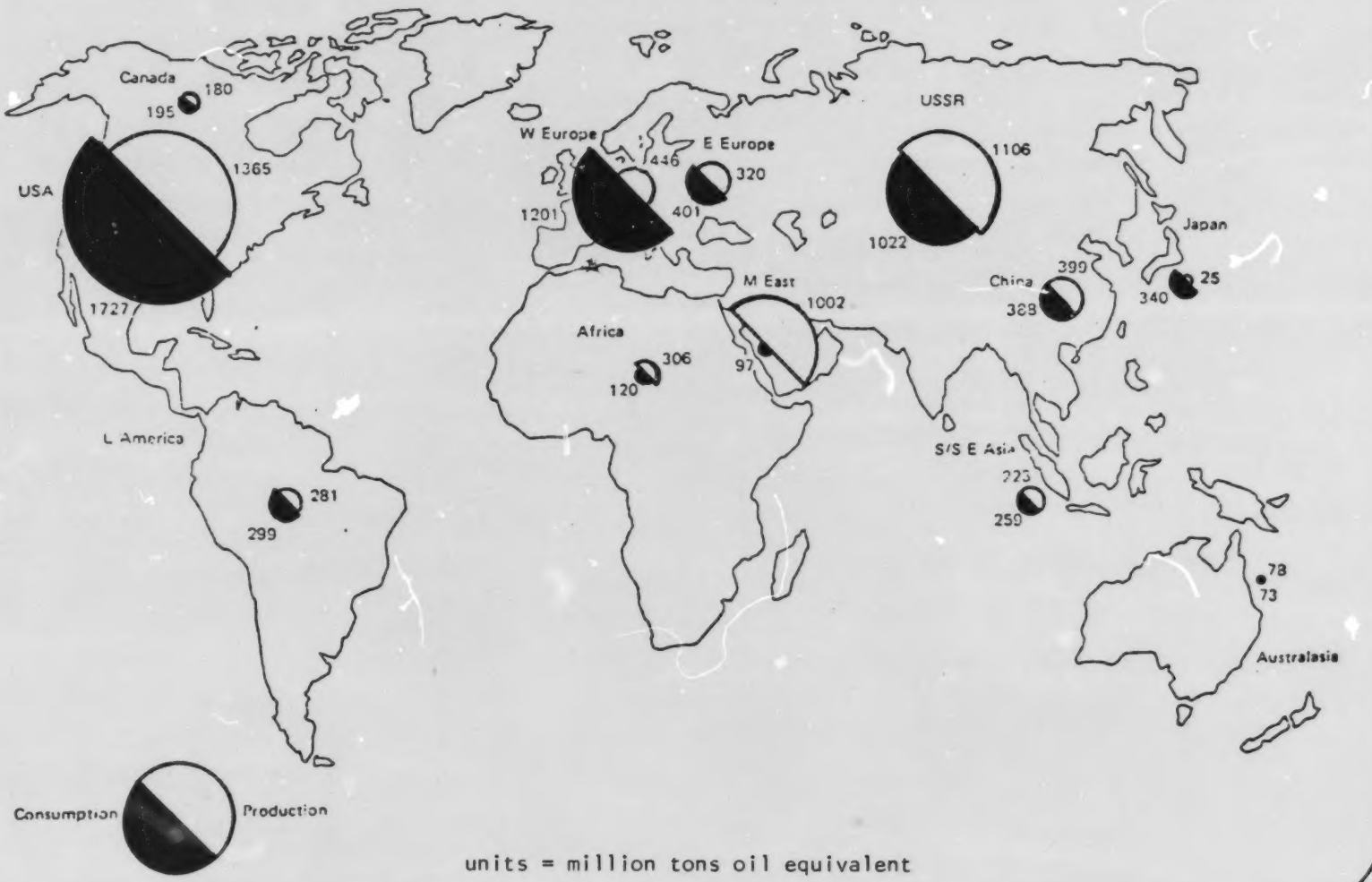
Cars:	Cadillac	Pontiac	Honda
Years: 1970	_____	_____	_____
1980	_____	_____	_____
2000	_____	_____	_____

   b. In the year 2000, how much will it cost you to drive to work in downtown Columbus from each of the areas?

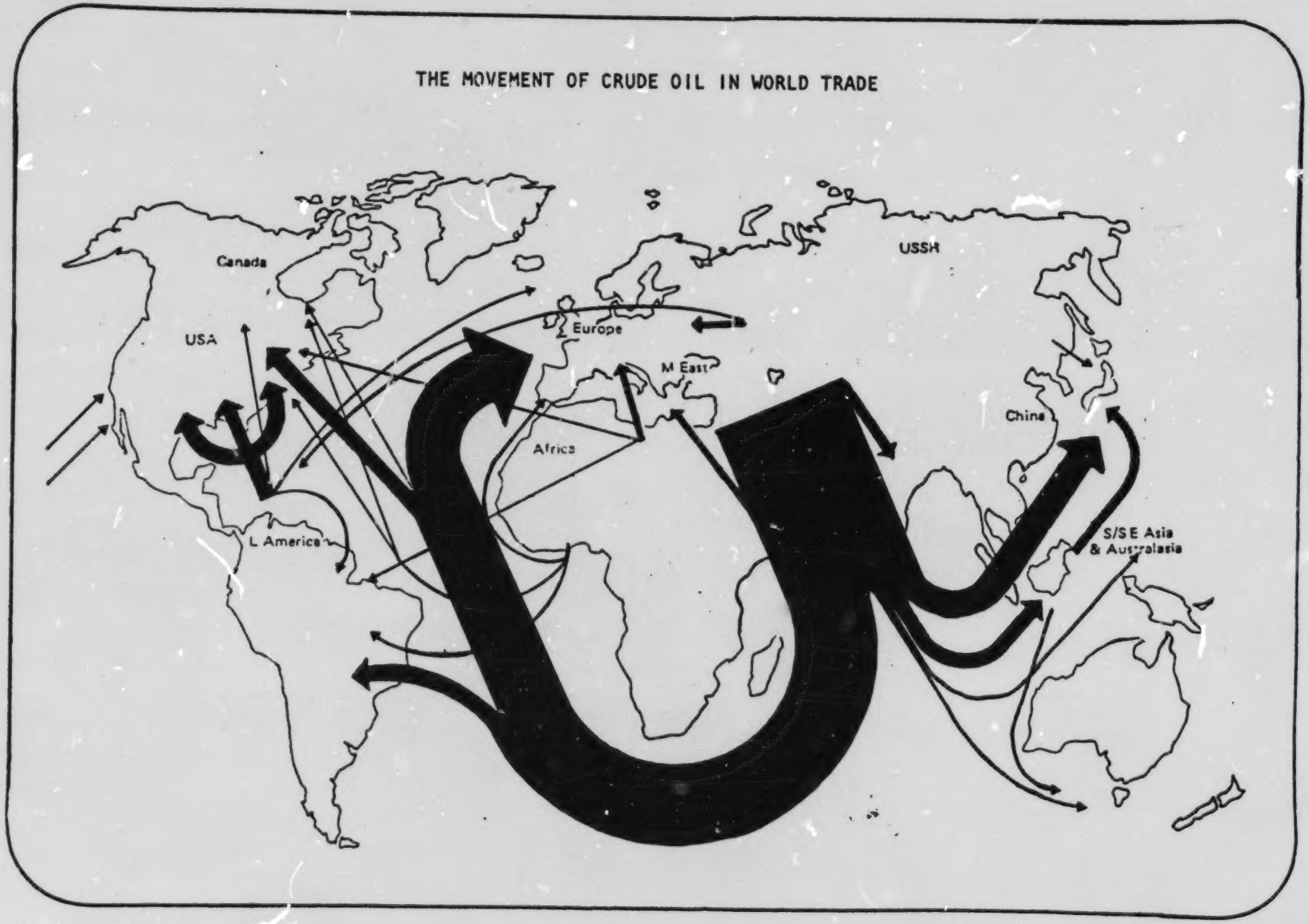
Cars:	Cadillac	Pontiac	Honda
Areas: Within city	_____	_____	_____
Suburbs	_____	_____	_____
Rural areas	_____	_____	_____

5. Looking at the above figures and your answers to questions 1 and 2, do you think changes in the price of gasoline might affect your choices about what car to buy and where to live? Why or why not?

WORLD ENERGY PRODUCTION AND CONSUMPTION



THE MOVEMENT OF CRUDE OIL IN WORLD TRADE



WHERE OIL COMES FROM TODAY

The world's 16 largest producers of crude oil:

Country	Thousands of Barrels 1977	1978
U.S.S.R.	3,991,050	4,093,475
U.S.A.	3,009,265	3,175,927
*Saudi Arabia	3,290,000	3,113,470
*Iran	2,080,051	1,900,555
*Iraq	909,945	959,585
*Venezuela	816,318	790,418
China, PRC	653,350	731,825
*Libya	753,178	727,445
*Nigeria	765,473	697,150
*Kuwait	650,795	680,725
*United Arab Emirates	729,506	668,680
*Indonesia	615,123	597,505
Canada	482,021	483,260
*Algeria	409,864	483,260
Mexico	358,090	440,555
United Kingdom	271,653	394,930

*Members of OPEC. Other members of OPEC are Quatar, Equador and Gabon. Underlined countries are located in the Middle East or North Africa.

WHERE OIL IS CONSUMED

Country/Region	Production/Consumption*	
USA	9.7	17.8
Latin America	5.0	4.8
Africa	8.1	1.2
Middle East	21.1	1.7
China	2.2	1.9
Japan	--	5.2
USSR	11.4	8.3
Eastern Europe	0.4	2.4
Western Europe	1.8	14.3

*In millions of barrels per day. Figures are for 1979.

WHERE THE OIL WILL COME FROM

World Proven Crude Oil Reserves by Region, 1977

Region	Billions of Barrels	Percent of Total
Middle East	326	55
Africa	61	10
E. Europe, USSR, and China (est.)	101	17
United States	31	5
Other Western Hemisphere	36	6
Far East and Australia	19	3
Western Europe	25	4
Total	559	100

Source: Oil and Gas Journal, December 27, 1976.

Information on OPEC

The Organization of Petroleum Exporting Countries, or OPEC for short, is one world organization that is familiar to most Americans. Although OPEC became a household word in 1973 when its members imposed a total oil embargo on the United States for its support of Israel during the Yom Kippur War, the organization was formed in 1960. At the beginning, OPEC was an attempt among the oil-producing members to create an organization to negotiate oil prices with the international oil companies who had complete control over setting oil prices.

OPEC had little impact on petroleum prices during the 1960's for several reasons. First of all, throughout the 1960's world demand for oil was much lower than the suuply, so price increases were hard to impose on consumers. Second, the international oil companies controlled the technical skills for developing and building refineries, the transportation facilities and the financial means to exploit the oil resources of the less developed countries. Third, each OPEC member tended to compete with the others instead of working together to set a standard price for oil.

By the early 1970's OPEC had begun to correct its weaknesses in order to take over control of oil prices. OPEC weakened the international oil companies' monopoly by reducing the oil output of each compa[illegible] until it agreed to a price increase. By 1974 the control of oil prices was no longer in the hands of the international oil companies but in the hands of OPEC. By the mid-1970's, all OPEC members had at least partially nationalized the oil industry in their countries.

The crisis between Egypt, Syria, and Israel in 1973 resulted in a truly unified OPEC for the first time in its history. No longer did OPEC members attempt to set oil prices independently. So, the production of oil in the OPEC nations is totally controlled by the national governments. Not only is the price of oil controlled by OPEC but the supply of oil as well. OPEC hopes that as long as the demand for oil worldwide is high and the supply is low, oil prices will continue to rise.

Canada's sales to Columbia reduces Ohio's gas shortage

The Associated Press

The danger of homes and small businesses running out of natural gas before the end of winter has diminished except in the Dayton area, Director Robert S. Ryan of the Energy Resource and Development Agency (ERDA), said Monday.

With that promising development, ERDA has shifted from a crisis footing to a planning strategy, looking toward summer when supplies will likely be cut back for industrial customers using gas for production.

RYAN CREDITED Canadian gas sales to Columbia Gas Transmission Co. for the now-brighter outlook.

Ryan said service to some Canadian industrial gas customers was interrupted because of emergency sales to the United States.

"They also have had a warmer than normal winter and have taken more out of storage than normal," the director said in accounting for Canada's ability to sell fuel to northeastern United States.

Peter Kochman of the ERDA staff predicted a collective "ganging up" of the consuming northeast on the supplying southwest to force more supplies into this area to replenish depleted storage fields.

WITHOUT PRESSURE from consuming states, Kochman said, President Jimmy Carter will have to order new supplies into storage. This would result in summer industrial curtailments.

The supply discussion came during Ryan's report on a natural gas hunt in Texas last week with Gov. James A. Rhodes and other state officials. Ryan reported most producers with supplies for sale were willing to strike bargains but demanded that the deals be outside Federal Power Commission (FPC) jurisdiction. Rhodes is scheduled to go to Oklahoma today to look for more gas supplies.

The FPC requires that the price of gas sold in interstate pipelines be lower than what the product will bring in the unregulated intrastate market.

"From our ads we found the going price at $1.75 to $2.25 for a thousand cubic feet. None wanted to sell at the interstate price," Ryan said.

ADS IN several major southwestern newspapers explained Ohio's plight and willingness to buy.

(Ohio State University Lantern, February 22, 1977)

Paper Supplies Dwindle

NEW YORK (AP) — The continuing strike by workers at newsprint mills in Canada has cut deeply into the supplies of American newspaper publishers, industry leaders said Thursday.

"I expect there will be problems before spring unless there is a quick settlement," said Theodore Serrill, executive vicé president of the National Newspaper Association, an organization of weekly newspapers.

ONE MIDWESTERN member of the association has asked for help in locating newsprint, and another expressed concern about his supply in March if the strike continues, Serrill said in an interview. He did not identify the newspapers.

With U.S. mills operating at near-capacity, locating extra supplies may become difficult, Serrill said. And Canadian mills would require two or three weeks to resume full production after a strike settlement, he said.

On average, American newspapers had at the end of November enough newsprint to last 38 days, with another five days' supply in shipment, according the latest figures of the American Newspaper Publishers Association.

THAT COMPARES to an average 68-day supply at the end of August, and does not reflect the traditional swelling of consumption during the Christmas season, when advertising volume is higher.

Although shipments from U.S. suppliers continue to provide additional newsprint, reserves are being depleted.

In winter, when weather conditions can delay shipments, papers usually would like to have enough to last 45 to 50 days, Serrill said.

CANADA SUPPLIES about 65 percent of the newsprint used in the United States. The strike, which began last summer, has idled about 60 percent of Canada's newsprint production capacity.

The strike has closed 46 mills and involved 25,000 workers. Mills in British Columbia went back up in October under government order.

ONE BLOCK to a settlement has been the Canadian government's recently imposed wage and price controls, which would have allowed a 14 percent wage boost.

The paper workers had asked for wage increases of 40 percent, and negotiations that appeared near settlement centered on increases of 24 percent in the first year.

2.2

Six Japanese state governors visit Ohio

By JOHN MEEKINS
Citizen-Journal Staff Writer

Gov. James A. Rhodes headed a delegation of state and Columbus officials who welcomed governors of six Japanese states and their wives to Columbus and Ohio Tuesday afternoon.

Ohio government and business leaders were to host the visiting Japanese dignitaries at a dinner at the Columbus Gallery of Fine Arts Tuesday night.

A VISIT TO Darby Dan Farm was slated for Wednesday morning before the governors fly to Washington to meet officials there.

The Japanese governors had just come from the two-day 14th Japanese-U.S. Governors' Conference in Des Moines, Iowa.

Gov. Hikaru Kamei of Fukuoka, a spokesman for the group, said the Japanese governors particularly were interested in visiting agricultural states.

JAPAN IMPORTS most of its food and it is important that Japan have a stable supply of food from the United States, Kamei said.

The purpose of the visit to Ohio was to promote mutual understanding and cooperation and to meet leaders of Ohio.

GOV. RHODES noted he had led trade groups to Japan during his previous administrations and that Ohio had a trade office in Tokyo during one of his administrations.

The Japanese governors specifically asked to come to Ohio because of the interest Rhodes "traditionally" has shown in developing trade with Japan, one official explained.

(Columbus Citizen-Journal, October 22, 1975)

(Columbus Dispatch, September 7, 1980)

Iranian Panel Begins Talks On Hostages

By The Associated Press

Iran's Foreign Relations Commission held preliminary discussions Saturday on the 52 American hostages, whose futures depend on the decision of the full Parliament, Tehran Radio said.

The parliamentary commission's discussions are in preparation for an as yet unscheduled open debate by the Majlis, or Parliament, which Ayatollah Ruhollah Khomeini has invested with final authority in the "investigation and resolution of the issue of the U.S. spies," the broadcast said.

DEBATE ON the hostage question has been delayed while the Parliament and President Abolhassan Bani-Sadr wrestled over the formation of a new government. The parliamentary hard-liners appeared to win the day when Prime Minister Mohammad Ali Rajai was selected.

Rajai's Cabinet is yet to be approved by the Majlis, and there were other indications debate on the hostages may be further delayed.

Announcement of the commission's discussions came less than a day after Iran's foreign minister-designate, Hossdein Musavi, said the new government's first priority must be to erase the effects of outside influences on Iran, the official Pars news agency said.

THE FUNDAMENTALIST Islamic regime came to power, in part, because of widespread resentment of Western influences under the regime of the late Shah Mohammed Reza Pahlavi.

Speaking to thousands of Iranians gathered at Tehran University for Sabbath prayers Friday, Musavi also criticized a member of the present Cabinet who recently said the success of the new government depended on release of the Americans.

Pars said Musavi did not identify the minister by name and the news agency did not suggest who it might be.

Outgoing Foreign Minister Sadegh Ghotbzadeh, known to favor resolution of the hostage crisis, reportedly urged again this week that the Americans, who have been held captive since Nov. 4, be freed.

TEHRAN RADIO also reported that Ayatollah Sadegh Khalkhali escaped an attack by gunmen in Hasht Par, about 100 miles northwest of Tehran, on Saturday. Khalkhali was unharmed, the broadcast said, but his bodyguard was injured and four people were arrested and being questioned.

Khalkhali is the roving Islamic judge whose verdicts have led to the executions of hundreds of Iranians for drug smuggling, sex offenses and other crimes.

Iranian troops, meanwhile, battled "counterrevolutionaries" in Western Iran near the tense Iraqi border, the state radio said. The soldiers clashed with Kurdish rebels and troops of the rival Islamic Baath sect of Iraq.

TEHRAN RADIO reported Saturday that Iranian troops conducted a mop-up operation near Sardasht along the northwestern border with Iraq, an area the broadcast described as "infested with counterrevolutionaries."

The radio said two Iranian soldiers were killed and 50 wounded in heavy fighting lasting into Saturday. It also said "heavy losses" were inflicted on the enemy.

Hard-line members of OPEC reject Saudi plan for cutback

VIENNA, Austria (UPI) — Saudi Arabia, attempting to unify OPEC's oil prices, lost out to three hard-line Arab states Monday in a vote on its master plan for linking the cartel's future prices to a series of economic measures.

The vote added to the turmoil at the crucial tri-ministerial meeting already divided by strife between member states Iran and Iraq who have been fighting along their border.

The 13 ministers of the Organization of Petroleum Exporting Countries cut their opening session from the planned three hours to one hour, rejecting the Saudi plan that would lead to production cutbacks and an end to the glut on the world oil market.

C·J business

The ministers agreed to only one issue — extending the session by one day into Wednesday.

The issue of prices and production cuts, the double-edged sword OPEC wields in the world's economy, will be postponed until that day, said Saudi Oil Minister Sheikh Ahmed Zaki Yamani, perhaps the most powerful single figure at the conference.

Saudi Arabia, fighting for a return to a unified price structure within OPEC, put before the delegates a complex plan calling for a four-times-a-year revision of oil prices based on a number of measures, including performance of a basket of nine currencies and other economic fluctuations.

But Saudi insistence on a unanimous vote for the proposal had no chance. OPEC Secretary General Rene Ortiz told reporters "three countries have not agreed" to the plan.

He did not list them, but conference sources identified the three as Iran, Libya and Algeria, among the most staunchly anti-western nations in OPEC and the Arab world.

OPEC's price differentials, ranging from an official floor of $32 to a ceiling of $37 per barrel, are the single "main problem," Yamani told reporters.

Roberts Report

German tractor firm to expand

Deutz Corporation, American subsidary of Klockner-Humboldt-Deutz, Cologne, Germany, will break ground Friday with a tractor and backhoe for a 14,500-square-foot office and showcase warehouse.

The $300,000 brick building will be located on Parkway lane near I-270 and Hilliard Cemetery-rd. Participants in the ceremony will include Dr. F. W. Lohkmann, chairman and chief executive officer of the American subsidary.

HE IS also a former director of the parent corporation, world's largest manufacturer of air-cooled diesel engines.

Joseph Cox, northeastern U.S. manager, said Deutz hopes to occupy the building Feb. 14. The distributorship for diesel engines and farm tractors will move its 33 employes from Perimeter-dr.

LOCAL OPERATIONS began there in 1970 with two employes. Increased sales and the merger of the Deutz diesel and farm equipment operations produced a need for additional space.

Richard J. Whaley, Scioto Valley Mortgage president, said the new facility will have 3,500 square feet of office space and 11,000 square feet in warehouse operations.

FINANCING FOR the structure was arranged through Franklin Federal Savings and Loan.

Announcement of the groundbreaking came shortly after the economics minister of North Rhine-Westphalia, Dr. Horst-Ludwig Reimer, told a Columbus luncheon Ohio could expect additional German investment because of similiarities of the state and nation.

COX SAID the building will be a regional administrative center and office for eight states. Dealer training schools and tractor and diesel engine displays will be included.

The firm handles tractors ranging from 32 to 125 horsepower available in two-or four-wheel drive. The 105 horsepower D-10006 model for the groundbreaking has not been introduced into the United States, yet.

Cox said the Columbus location has worked well for the company because of its proximity to the Corn Belt and the fact 80 per cent of farm equipment is sold in that geographic area.

NEW MAGAZINE

Although the record of magazines in Columbus has not been outstanding, another entry, limited to sports coverage, The Central Ohio Sports Forum, will appear Sept. 18. It will cover local professional, collegiate, high school and women sports as well as Ohio big league professional teams.

The second edition is scheduled for Oct. 16 and it will become bi-monthly from that point. Publisher is Gregory Hoffman and associate editor is Jack Torry.

(Citizen-Journal, September 2, 1975)

Lesson Two: OUR DECISIONS AFFECT OTHERS -- CANDY BARS AND COKE

Duration: Two or three class periods.

Purpose: To show students that decisions made by people in mid-Ohio, including the students themselves, have an impact abroad. They will also see that the impact of a single decision will be good for some people abroad and bad for others.

Objective: Students will infer the impact of decisions by mid-Ohioans on people in other countries. They will compare their impact on different people in those countries. They will identify examples of local decisions which may have an impact abroad.

Background Information for Teachers:

Just as decisions by people abroad affect our lives, decisions by mid-Ohioans, even routine ones, can affect the lives of others. The impact of our decisions can be direct and immediate. If a mid-Ohio firm builds a factory in Sao Paulo, Brazil, it creates jobs, tax revenues and pollution for people there. The impact of the decision is immediate and easy to see.

Our impact on others can also be indirect. If so, it is often not as easy to see, though it may be even more important. For example, as mid-Ohioans have increased the amount of sugar in their diets, they have had both direct and indirect effects on people in countries which produce sugar cane. Our decisions have a direct impact on the people who grow sugar. They can sell more and make more money. Our decisions also have an indirect effect. As more and more land is used to grow sugar--for us--less and less land can be used to grow food--for people in the sugar producing countries. Food shortages and higher prices for food has resulted. The effect is clearly not direct. We certainly did not intend it. But if we did not eat as much sugar, farms would not be used to grow sugar cane, and food would be more plentiful and less expensive.

Our decisions can affect basic life-styles of people abroad. And our impact can be good for some and bad for others. If we decide to eat more sugared food, and if farmers elsewhere decide to grow more sugar, our decision can increase their income and standard of living. Sugar growers may be able to eat better, have more material things, and do more of the things they want to do. However, if food production in the country declines as more and more land is used for growing sugar, poorer people in the cities may find that they are even worse off than before. The price of food may rise as less and less food is grown locally. Income from sugar production may not "trickle down." That is, it may not create more jobs and higher incomes for everyone. If not, some people may spend more and more of their income for food. Others may find they do not earn enough to feed their family.

This lesson shows students ways in which our decisions in response to oil price increases can have a direct and indirect impact on various peoples abroad. They will also read and discuss a short article about sugar consumption and how it has indirectly affected the Dominican Republic, a country highly involved in sugar production. Finally, as in the last lesson, they will be asked to read the local newspaper and identify other decisions by mid-Ohioans which may have an impact on other people.

Materials: Short article "Sugar Isn't Always Sweet." Personal copies of the local newspaper for each student.

Strategies:

OPENING THE LESSON

Step 1: Decisions made by people in other countries affect our lives. But decisions we in mid-Ohio make can also have a profound impact on the lives of people elsewhere.

This point can be made with the following activity: Write a list of things mid-Ohioans could do to reduce the impact of oil price increases on the board. You might ask students if they can identify things we could do to reduce our dependence on foreign oil. Then ask students if these will have an impact on people abroad, what the impact will be, and whom will they affect.

Example:

Things We Could Do	Possible Impacts on People Abroad
a) Conserve on gasoline.	a) OPEC sells less oil and gets less revenue. More oil for other countries and for future generations.
b) Buy smaller, more gas efficient cars.	b) More jobs and profits for makers of small cars in other countries.
c) Make gasohol from grain.	c) Sell gasohol and lower prices for other oil consumers.
d) Develop a workable electric car.	d) Sell electric cars to other peoples and reduce their need for foreign oil.

Step 2: Discuss with students the distinction between impacts which are direct and immediate (eg, conserve on gasoline and OPEC sells less oil) and impacts which are indirect (eg, develop an electric car and reduce others' dependence on oil). Then go through the list above and have students identify which impacts are direct and which are indirect.

If the class has identified only one type of effect for a particular action on the list, ask them to try to identify an effect of the other type.

DEVELOPING THE LESSON

Step 3: Decisions the students personally make can also have an impact on people abroad. Ask how many eat sugar and have them identify food they routinely eat which have added sugar in them (eg, candy, soda pop, cereal, etc.).

Students should recognize that these consumption activities reflect "decisions" to eat certain types of food before going on in the lesson.

Step 4: Have students read the assignment "Sugar Isn't Always Sweet." Note that the piece is composed of two parts, distinguished by different type faces. The first is a hypothetical letter from a mid-Ohio high school student in the Dominican Republic as part of an AFS (American Field Service) program. The second is a factual article about sugar consumption and the effects of growing crops for export in less developed countries like the Dominican Republic.

When students have read the article discuss it with them. You might use the following questions as a basis for the discussion:

1. The article implies that people in mid-Ohio have an impact on people in the Dominican Republic. What are the decisions we make that have an impact on them?
2. What have been the direct impacts of our decision to eat a lot of sugar? What have been the indirect impacts? Do you think people in the Dominican Republic consider these impacts to be important? Why or why not?
3. If the people in the Dominican Republic had decided not to grow sugar and sell it to us, would we have an impact on them?
4. For whom within the Dominican Republic has increased sugar production and our decision to eat more sugar been good? For whom has it been bad? From information in the reading, would you say it has been mostly good or mostly bad for the people in the Dominican Republic?
5. Since sugar production has caused problems for some in the Dominican Republic, why do you think they do not just stop growing sugar?
6. If we ate less sugar in mid-Ohio, we would probably be healthier for it. Would that decision have an impact on the people of the Dominican Republic? Why or why not, and what would the impact be if there were one?

CONCLUDING THE LESSON

Step 5: Have students, in groups of two or three, skim through a few issues of the Columbus Dispatch or Citizen-Journal as in the last lesson. This time have them clip any articles about decisions made by mid-Ohioans which they think will or may have an impact on people abroad. Have them separate the articles again into those which will have a more important impact and those which will have a less important impact. Have them pick the best example from each pile and answer the following questions on a separate sheet of paper:

1. What was the decision made by mid-Ohioans, and who made the decision?
2. Does the article mention any impact on people abroad? If so, what is it? Is it indirect or or direct? Are there impacts, particularly indirect ones, which the article does not mention? What are they?
3. Will the impacts of the decisions be good or bad? If they will be good for some and bad for others, identify who will be helped and who will be hurt.
4. Will the impact be more or less important? Why? Do you think the people who will be affected would agree with you?

INSTRUCTIONAL OPTIONS

Resource Persons:

-Request a returned exchange student as a resource person. A student who has been to a Latin American country could report on local conditions in their host community and on effects of our actions on their host family and community. Call 461-0632 two weeks in advance.

English and Language Arts:

-Have students add new vocabulary words such as consume, literally, refine, distribute, vulnerable and subsistency to their personalized vocabulary and spelling notebooks.

-Have students exchange penpal letters with students in Canada or English-speaking countries or islands in the Caribbean. Consult list of U.S. military-based schools or write to the U.S. embassy within the country for contacts. In their letters, urge students to discuss life-styles, economic conditions, education and climate.

-Have students research a country which depends upon one industry for its main source of income and economic growth, eg, the Dominican Republic. Write a report which focuses

on the following topics: countries which import the product, items imported, main investors, economic problems, and living conditions.

-Have students create advertising copy for non-sugar snacks. Try to make them as appealing as those currently used to sell sugar-coated cereals, soft drinks, snacks, etc.

-In connection with the librarian, compile a bibliography of books with settings or characters in under-developed countries such as the Dominican Republic. Have students select one book to read and report on through a letter or a poster.

-Make a collage of pictures from magazines which illustrates that life can be sweet without sugar.

Other Options:

-Have the students identify other foods or minerals which we use in mid-Ohio and which are not produced in the United States. Have them find out where those foods and minerals are produced, locate them on a map and identify whether the countries are "poor" countries like the Dominican Republic or "rich" countries like the United States.

-Have students plan a weekly menu containing a variety of foods. Then have them assume that they can grow certain items on that menu themselves (eg, vegetables, potatoes or rice, meat). Send them to the grocery store to calculate the cost of eating (1) if they must buy all their food for the week, and (2) if they can grow some of the simple things like vegetables, and (3) if they could grow both the simple things and other things such as meat.

-Have students identify and map the countries that produce sugar, distinguishing sugar beet producers from cane producers. What do the cane producers have in common geographically, economically and culturally?

-Have each student in the class select a country and write a letter to an imaginary pen pal in that country. Have students ask specific questions such as what is the population of the country, what is the per capita income of the country, what are the main farm and industrial products, with what other nations does this country trade, and what are the main problems facing the country. Exchange the letters with other students in the class. Students then become the "pen pal" and answer the letter (questions).

SUGAR ISN'T ALWAYS SWEET

Dear Jenny,

I know I haven't written for awhile. But when you're an AFS student someday and you find yourself going to school in a different country, you'll know why.

You asked me what I've been doing since getting here. There's too much to tell. What I've been learning about can be summed up in one word--sugar. Or maybe three words would be better--SUGAR, SUGAR SUGAR!

I knew people in the Dominican Republic depended a lot on growing sugar cane. But I never realized how much sugar ties them to people like us in Columbus. I never dreamed how big an impact sugar really has on people's lives here either.

From what I've read, I figure I must eat more than my own weight in sugar each year. I'll have to go on a diet! Of course you know what a sweet-tooth I have!

Sugar, Sugar, Sugar! We Americans sure love our sugar! So much, in fact, that the average mid-Ohio teenager ate 129.8 pound of sugar last year. A full ninety pounds of this was consumed as table sugar alone. What? Does it seem hard to believe that in one year many of you eat your weight in sugar? You have just discussed some of the more common foods that contain sugar. But you may not be aware of just how much sugar is used in foods that you eat every day.

This morning as you were having your Sugar Frosted Flakes, you probably thought that was all the sugar you ate. Wrong! When you ate your bacon and toast, you also ate the sugar the baker and meat packer added for flavor. You drank some extra sugar with your orange juice unless you prefer the unsweetened variety. Oh, by the way, if you used Nestles Quick to flavor your milk, 90% of the powder you stirred in was sugar! So even before you started eating your candy bars and drinking your soft drinks, you had already had a lot of sugar. If we looked at lunch, dinner, and a typical late-night snack, you would get fat just thinking about it. Still not convinced you eat your weight in sugar each year? Then take a close look at the food labels in the grocery store. That may make you a believer.

Most of our sugar actually comes from the United States. It comes from sugar beets. They grow them right in Ohio, near Lima and Toledo. But about 40% of the sugar we eat comes from other countries like the Dominican Republic, where sugar cane can grow. There are quotas which say how much sugar can come into the United States from each country. That protects the sugar beet farmers in Ohio because cane sugar is less expensive than beet sugar. So we would probably use even more foreign sugar if it weren't for the quotas.

Some thirty countries around the world, including the United States, are major sources of sugar. This year approximately 100 million tons of white powder will be produced. The farms of the Dominican Republic account for only about one percent of this total. But being a small and less industrialized country, many people there depend on growing sugar to earn money. Two-thirds of the Dominican Republic's foreign earnings are made by selling sugar. This money is used to buy such things as oil, industrial goods, and food, which must be imported from other countries. The prices of these imports have increased sharply during the past few years. Meanwhile, the price of sugar has actually declined. This is because the supply of sugar has been greater than the demand for it, even with mid-Ohio's tremendous appetite.

It is impossible to sort out from which of the thirty sugar producing countries a particular bag of sugar in the grocery store comes. So it is impossible to say how much of our sugar in mid-Ohio comes from the Dominican Republic. But much of the sugar grown in the Dominican Republic is grown by or bought by an American multinational corporation--the Gulf and Western Company. They sell a lot of this raw sugar to Borden's. Yes, the Borden's in Columbus. Borden's processes the sugar in a plant in Florida. They sell it to manufacturers like Coca Cola, who use it to make things, and to other companies, who package the sugar and sell it directly to us through grocery stores. So your sweet-tooth makes jobs for a lot of people besides the ones who grow the sugar in the first place.

Because we eat so much sugar, more than we grow, people in countries like the Dominican Republic have to make a decision. They can grow the sugar cane, and sell the sugar to us. Or they can ignore our sweet-tooth. Whatever decision they make, it affects their whole future.

Obviously farmers in the Dominican Republic decided to grow the sugar. When they did, they stopped growing other things. Most importantly, they stopped growing food. Actually the farmers kept on growing food for their families. At least they grew some of what their families needed. But they stopped growing food to sell to people in the cities of the Dominican Republic.

It was the logical thing to do. A farmer could make a lot more money by growing sugar cane than food. So he and his family were better off because they could grow and sell sugar to us.

But other people were not so lucky. When the farmers decided to stop growing food to sell, people who could not grow their own food had to get it from somewhere. That somewhere ended up being other countries as more and more land was used for sugar. Unfortunately, the imported food was more expensive. So the money city people made didn't go as far.

They couldn't just ask for more pay like people in Columbus do either. The Dominican Republic is a poor country. There aren't enough jobs in

factories or on farms for all the people who want and need jobs. So the wages are low. And workers can't just ask for more money. There are people willing to work for the lower wages simply because they have no job at all now. So when food prices go up, people without farms just had to do without other things, like nice clothes, and books, and other things we take for granted. Some of them, the ones without jobs, couldn't even afford to feed their families.

Even some farmers were hurt as more and more sugar was grown. Farmers with very little land, or farmers who grew only a little sugar cane, often could not afford to keep their farms. The taxes went up because the value of the land went up. The price of things they needed to grow sugar and food, like seeds, fertilizer and machinery, also went up. So many of the poorer farmers or the farmers with small but good plots of land, sold their farms to richer farmers. An American company called Gulf and Western also bought a lot of the land. They grow sugar and raise cattle on it.

As farmers sold their land, they had to find other work. They either cut the cane richer farmers grew, or they moved to the city to find work. They usually found that jobs were hard to get. And their pay was low. Since the people buying their land usually grew sugar on it, or used it for something other than growing food, more and more food had to be bought from other countries. And the price of food got higher and higher.

Sugar production has helped the Dominican Republic to develop its economy to some extent. But their over-dependence on sugar, and the "ups and downs" of sugar prices, have limited the speed of development. So even with sugar, the Dominican Republic is considered among the poor countries of the world.

Unemployment in the Dominican Republic is estimated to be more than 35%. Most workers are unskilled. They work for lower wages than people anywhere else in the Caribbean except Haiti. Three-fifths of the people are poor rural farmers. They earn money primarily by working on the sugar cane plantations.

The steady expansion of land used for sugar production has resulted in some 75% of the rural population owning either no land at all or owning only very small subsistence plots. As a result, there is a growing shortage of food produced within the country. The problem is made worse by the high birth rate and a great migration from rural areas to the cities.

The shortage of food has led to some alarming statistics. Sixty percent of the children born in the Dominican Republic will die before they reach the age of five. Most will die of malnutrition or diseases brought on by malnutrition. Many of those who reach adulthood may suffer from a protein deficiency which, in its extreme form, can cause mental retardation.

So, you see Jenny, the Dominican Republic is a country of contrasts. Some people, the people who own the land and grow sugar, are richer than they have ever been before. They are richer than they probably would have been if our sweet-tooth hadn't given them the opportunity to grow and sell sugar. But other people are desparately poor. They are poorer than people around here have ever been before. And that too is a result of the decision to grow sugar--for us. So you can see why sugar doesn't seem so sweet to some of the people here!

I'll write again, maybe. Study hard and think of me with the next candy bar.

Your friend,
Kathy

Lesson Three: INTERNATIONAL LINKAGES ARE ALL AROUND US

Duration: One class period.

Purpose: To make students aware of the range of international activities which link them to the global community.

Objective: Students will identify the international activities in the life of a fictional middle school student, and in their own lives. They will hypothesize about how their lives might be changed were this activity to cease.

Background Information for Teachers:

In lessons one and two, students have discussed and worked with the basic concept behind the global community. Decisions by people abroad affect our lives in mid-Ohio, and decisions made by mid-Ohioans affect the lives of people in other countries. The lessons have focused on two cases: our consumption of sugar and oil. But they have also given students an opportunity to see a variety of other activities which link us to the world through the newspaper exercises.

The next three lessons attempt to further broaden the students' images of local involvement with the world. In this lesson students will see the large variety of ways in which they personally are part of a global community.

Unfortunately, most of our international activities are hidden within complicated chains of activities which bring information, people, products, and money from other countries to mid-Ohio and vice-versa. International activities have been defined as activities or actions in which someone or something involved in the activity crosses a national border.

The international nature of some activities is obvious. When a tourist from mid-Ohio travels to Mexico, the activity is clearly international. When a businessman in Columbus sells a machine to a German manufacturer, or buys one from a Japanese firm, he is clearly involved in an international activity. When a university professor writes to an African professor for information about his country, the activity is international.

But most of us are connected to the global community primarily through activities which are once or twice removed from the actual border crossing. When we buy a banana in the store, no one and nothing seems to cross a border. When we take a course in international affairs or Latin America, no one seems to cross a border. But these activities are international. The store bought the banana from a wholesaler, who bought it from a distributor in a Latin American country. If the banana had not crossed a national border, you would not be eating it today! And even the course on international affairs required information to cross a border.

If it had not, there would not be anything for the teacher to teach. There would not be anything for the students to learn.

Obviously people take part in far more of these mediated international activities than in activities which bring them into personal contact with people from other countries. But both types of activities are important. They involve us in a web that is the global community. They constitute the linkages through which the decisions of other people can come to affect our lives. And through which our decisions can come to affect theirs.

This lesson will give students an opportunity to discover the incredible variety of ways in which their lives are linked to the global community through these types of activities. Given the variety of linkages, students cannot be expected to discover them all. Most of us learn about new linkages every day. On the other hand, they should be encouraged to find even the most remote linkages possible. This is important because most of our linkages tend to be less obvious. It is also important because the realization of our participation in the global community can come about only when we see just how immersed we are in these international connections.

Materials: Two articles: "A Day in the Life of Seymour Someday" and "An Enlightened Day in the Life of Seymour Someday."

Strategies:

OPENING THE LESSON

Step 1: Ask students whether they think they are involved in "international activities." Define what you mean by this term and discuss the distinction between activities which are clearly international and those which are not because they are part of complicated chains of activities. Give examples of each.

You might be able to reinforce the idea of an international activity with a short exercise. List several activities on the board. Have students identify those which are international and explain why they are international. (What crosses a border as part of the activity? Does anything involved in the activity have to cross the border for the activity to take place?)

Examples of activities:

- Take a trip to Montreal, Quebec.
- Take a trip to see the animals at the Columbus Zoo.
- Buy an attache case at Lazarus.
- Take a mathematics course.
- Attend a concert by Abba.

DEVELOPING THE LESSON

Step 2: The examples of international linkages like these are really all around us if we look closely for them. Some are easier to see than others.

Hand out or project on an overhead the short article "A Day in the Life of Seymour Someday." Have students read it and ask them as a class to identify the evidence (examples) of Seymour's international linkages. List the ones students identify on the board.

Step 3: Have students read "A Day in the Life of Seymour Someday" aloud while you interupt at appropriate points with excerpts from "An Enlightened Day in the Life of Seymour Someday." You might write a parallel list of international activities alongside the old so that students can readily compare them.

Ask students how they think these international activities affect Seymour's life and whether they think his life is affected a great deal by them or only a little. Does Seymour appear to have much of an effect on people in other countries?

CONCLUDING THE LESSON

Step 4: Have students keep a personal diary of all the international things they experience over the next day or so. Talk about the diaries in class, listing the international linkages on the board. Ask students which of the linkages are really important to them and which are less important. Ask why.

Step 5: Have students write a creative essay describing how "international" their lives are (from the diary evidence) and how their lives might be changed if all international activity ceased.

INSTRUCTIONAL OPTIONS

English and Language Arts:

- Have students research and write a report on major export products of the United States.
- Have students plan a day exploring the possibilities of using only American-produced products. Have students discuss in writing how their lives would be different if Americans depended only upon American-made products.
- Have students examine the advertisements in foreign magazines and make a list of internationally recognizable brand names.

A DAY IN THE LIFE OF SEYMOUR SOMEDAY

I awoke at 7:00am to the ringing of my alarm clock. Slowly, I showered and dressed, putting on my favorite pair of jeans. Then I went down to the kitchen where my mother was fixing my favorite breakfast of bacon, eggs, toast, and a glass of Nestle's Quick. While eating I read the sports page and the comics in the morning paper.

Because it was raining outside, my father agreed to drop me off at school on his way to work. As we drove off I thought how nice it was not having to walk to school this morning. Along the way another driver, who didn't see a one way street sign, almost hit us as he tried to turn the wrong way into the flow of traffic. Still, we made it safely to school and soon I was ready with my notebook, textbooks, and pencil to begin the school day.

It turned out to be just another typical day. My morning seemed to go fast because I had several subjects that I really liked. I went to band first and then to gym class. Next, I went to English and social studies class and then lunch! In the cafeteria I sat down, opened a brown bag, and took out a lunch consisting of a bologna and mayonnaise sandwich, a banana, three fig newtons, and a cup of tapioca pudding, all of which I ate while drinking two cartons of milk. In no time lunch was over and it was time for my afternoon classes. It seemed like it took forever to struggle through math and science, but finally it was time to go home.

On the way home from school I stopped at the gas station and bought a can of Coke and a candy bar from the vending machine. Then I saw two friends putting air in their bicycle tires, and we agreed to play baseball after dinner.

Reaching home I noticed my little brother watching "Sesame Street" so I decided to listen to some records in my room. Soon, my mother came home from work and asked if I would go to the drugstore to buy a few items she forgot to get yesterday. I got on my bike and raced to the drugstore to buy a bottle of aspirin, two bars of soap, a bottle of after-shave, and this month's issue of Reader's Digest.

When I returned home my mother told me that Dad was bringing food from McDonald's home for dinner and reminded me that it was my turn to set the table. After dinner I grabbed my baseball equipment and headed off to the playground to meet my friends. I played for awhile and then went home because I remembered my father wanted me to work for an hour on my math homework before watching TV.

After doing my homework, I went to Sears with my mother to buy a pipe for my father, whose birthday is next week. Returning home I watched TV until it was time for me to go to bed. After getting a drink of water, I set my alarm clock and soon was fast asleep.

AN ENLIGHTENED DAY IN THE LIFE OF SEYMOUR SOMEDAY

I awoke at 7:00am to the ringing of my alarm clock.

Stop: You have encountered the international. Your clock is a product of the Sony Corporation, a Japanese-based multinational corporation. The clock was assembled in a Sony plant in Brazil from components produced in Japan, Mexico, and Germany. It was shipped to the United States in a Greek-owned ship manufactured in Sweden, licensed in Liberia, and staffed by a Portuguese crew.

Slowly, I showered and dressed, putting on my favorite pair of jeans.

Stop: Now you are wearing the international. Your shorts were made in Japan from cotton exported to Japan from the United States. Your socks were made in Taiwan using wool grown in Australia. The shirt that you are wearing was purchased at Montgomery Ward's, a subsidiary of Mobil Oil, one of the world's largest multinational businesses. The pair of jeans you like to wear were made by Levi Strauss, the biggest jean producer in the world. By putting on a pair of jeans you are participating in an international pop culture of young people throughout the world.

Then I went down to the kitchen where my mother was fixing my favorite breakfast of bacon, eggs, toast, and Nestle's Quick.

Stop: Your stomach is full of the international. The bacon was brought to you by the Greyhound Corporation, a multinational company. The pig from which your bacon came consumed more grain than the majority of humans eat in a year. The bread you eat is Wonder Bread, a product of the International Telephone and Telegraph, another multinational company. The technology that heated your bread to make toast is a product of another multinational, General Electric. The butter that you put on your toast contains dried milk imported from Germany. Finally, the Nestle's Quick is a product of the Nestle Corporation, a Swiss multinational.

While eating I read the sports section and the comics in the morning paper.

Stop: Now you are reading the international. Much of the news on the front page that you skimmed is about events outside the United States and the relation of the United States to these reports. The newspaper received much of its news from United Press International, Associated Press International, and Reuters, all transnational information agencies. The press on which your newspaper is printed was produced by Rockwell International, the same American-based multinational that built the presses that will print today's edition of more than two-hundred newspapers around the world. The major sports story today is about the Moscow Olympics and the various international

athletes. Your favorite comic strip, Peanuts, is also international. It is printed in more than 1800 newspapers in sixty-four countries, written in twenty-two languages and is read by sixty to one-hundred million people every day.

Because it was raining outside, my father agreed to drop me off at school on his way to work.

Stop: You are again encountering the international. Your father works at the Huntington Bank in the International Investments Division.

As we drove off I thought how nice it was not having to walk to school.

Stop: Now you are riding the international. Your car is a Plymouth made by the Chrysler Corporation, another multinational firm. The automobile was assembled in a Chrysler plant in Canada from components shipped to Canada from West Germany, the United States, Belgium, and Italy. For example, your carburetor was manufactured by Italian workers in a German factory north of Dusseldorf. The various raw materials going into your car came from more than seventy different countries.

Along the way another driver, who didn't see a one way street sign, almost hit us as he tried to turn the wrong way into the flow of traffic.

Stop: Once again the international. That one way street sign is part of an international language. You will see identical traffic control signs in most of the world's cities.

Still, we made it safely to school and soon I was ready with my notebook, textbooks, and pencil to begin the school day.

Stop: Now you are using a tool of the international. The lead in your pencil came from Chile. The wood for the pencil came from Brazil. The paper in your notebook and the paper used in your textbooks came from Canada

It turned to be just another typical day. My morning seemed to go fast because I had several subjects that I really liked. First I went to band and then to gym class.

Stop: Now you are participating in the international. The trumpet that you are playing is made by Yamaha, a Japanese company. The sheet music that you read is written in an international language. The composition that you are playing is by Michael LeGrand, a French song-writer. In gym class you played volleyball, a very popular international sport.

Next I went to English and social studies class and then lunch!

Stop: Now you are studying the international. In English you are studying Shakespeare, and in social studies you are discussing the effects on the American economy of OPEC's policies regarding the price of oil.

In the cafeteria I sat down, opened a brown bag, and took out a lunch consisting of a bologna and mayonnaise sandwich, a banana, three fig newtons, and a cup of tapioca pudding, all of which I ate while drinking two cartons of milk.

Stop: You are eating the international. With minor exceptions, all of the food you consumed was supplied by multinational corporations. The paper bag was made of paper produced by the Weyerhauser Corporation, the mayonnaise on your sandwich comes from Kraft Foods, the baggie in which the sandwich was wrapped was manufactured by Mobil Oil, the banana comes from United Brands, the fig newtons from Nabisco, the tapioca pudding from General Foods, and the can in which it was packaged was produced by Alcoa Aluminum. All of these firms are multinational companies. The same is true for the milk you drank--it was produced by Borden, Inc.

In no time lunch was over and it was time for my afternoon classes. It seemed like it took me forever to struggle through math and science, but finally it was time to go home!

Stop: Once again you are using the international. The symbols used in math and science are international. The blackboard that the teacher used today came from New Zealand.

On the way home from school I stopped at the gas station and bought a can of Coke from the vending machine.

Stop: Once again you are experiencing the international. The gas station that you stopped at and your father goes to is a SOHIO station. Fifty-three percent of SOHIO is owned by British Petroleum and forty-six percent of British Petroleum is owned by the British government. The can of Coke is from the Coca Cola Company, a multinational company. Coca Cola is distributed in 135 countries and is consumed 200 million times daily! Eight billion gallons of Coke were consumed in 1979 alone.

Then I saw two friends putting air in their bicycle tires, and we agreed to play baseball after dinner.

Stop: Your friends are filling the international. The tires were manufactured in Taiwan from rubber exported from Malaysia.

Reaching home I noticed my little brother watching "Sesame Street" so I decided to listen to some records in my room.

Stop: You are playing the international. "Sesame Street" is an American educational innovation that has been widely diffused

throughout the world. It is estimated that on any given day at least one-half billion of the world's children are watching the program. Your family's stereo is also international. The receiver and speakers were made by Panasonic, a huge Japanese multinational company. The receiver was assembeled in South Korea and the speakers were assembled in Mexico. The turntable was made by a British firm. Your record collection contains many examples of international music stars from the British rock group, Rolling Stones, to the Australian born, Olivia Newton John. Their recordings are sold throughout the world on records made from petroleum from the Middle East.

Soon my mother came home from work and asked if I would go to the drugstore to buy a few items she forgot to get yesterday.

Stop: Your mother is participating in the international. She is part of a global movement of women who have joined the work force.

I got on my bike and raced to the drugstore to buy a bottle of aspirin, after-shave lotion, two bars of soap, and this month's issue of Readers Digest.

Stop: Now you are buying the international. You bought aspirin that came from Bayer, a world-wide German-based pharmaceutical company. You bought after-shave lotion made by British American Industries, a British-based multinational company. You bought Dial soap, a product of the Greyhound Corporation that brought you your morning bacon. Even Readers Digest is international--it is printed in fifteen languages in almost 100 countries.

When I returned home my mother told me that Dad is bringing home food from McDonald's for dinner and reminded me that it was my turn to set the table.

Stop: Now you are eating the international. McDonald's can be found in twenty-three countries.

After dinner I grabbed my baseball equipment and headed off to the playground to meet my friends. I played for awile and then went home because I remembered my father wanted me to work for an hour on my math homework before watching TV.

Stop: Now you are participating in the international. Baseball, an American invention, is played throughout the world. Even your equipment is international. Your glove was manufactured in Taiwan, and your hat was imported from Hong Kong.

After doing my homework, I went to Sears with my mother to buy a pipe for my father, whose birthday is next week.

Stop: Again you are shopping the international. The Sears store you were in is just one of thousands of Sears and Roebuck stores in several countries. The pipe you bought your father is imported from

Denmark. The pipe consists of a briar bowl that the Danes imported from Poland and a plastic stem that was manufactured in Italy from plastic that was produced by DuPont in a plant in Japan. The tobacco your mother bought to go with the pipe was manufactured in Holland from tobacco imported from Turkey and Virginia. The matches that your father will use to light his new pipe were manufactured by Diamond International in a plant in Spain from sulpher mined in Chile and wood pulp produced in Canada.

Returning home I watched TV until it was time for me to go to bed.

Stop: Now you are participating in international entertainment. Watching TV is the single most popular form of entertainment on the part of about one-fifth of the world's population. Moreover, many millions of people throughout the world will see the same show. You are watching "Hawaii Five-O" which is shown in more than sixty countries.

After getting a drink of water. . .

Stop: You have just plugged into another of the world-wide systems. The water you drank is part of the world's hydrologic system. The water you drank fell as rain on Hoover Reservoir two weeks ago. Three months prior to that it was part of the water a Chinese mother was using to bathe her infant daughter. Now you have used it to satisfy your thirst. Eight hours from now it will leave you as urine and two months from now it may be part of a summer rain falling on the streets of Paris.

I set my alarm clock and soon was fast asleep.

Stop: You began the day by encountering the international and you ended it the same way. Even in sleep you do not escape the international. Your mattress and bedding were bought at Sears who in turn purchased the mattress in Belgium, the sheets in Taiwan, and the pillows in Ghana. As you begin your night of dreams, you enter the collective subconsciousness shared by all of humanity and perhaps with all the forms of life that are scattered among the stars that twinkle outside your bedroom window.

The Seymour Someday stories are a revision of original work by Professor Lee Anderson, Northwestern University, Evanston, Illinois. See Lee Anderson, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education. Bloomington, Indiana: Social Studies Development Center, 1979, pp. 20-33.

Lesson Four: BUSINESS FIRMS, CHURCHES AND OTHER GROUPS -- PATHWAYS TO THE WORLD

Duration: Two or three class periods.

Purpose: To show students that they are linked to the global community through mid-Ohio firms, organizations, and other institutions which are involved in international activities.

Objective: Students will identify mid-Ohio organizations with which they or their families are associated. They will identify whether these organizations are involved internationally and the types of activities in which they are involved.

Background Information for Teachers:

As individuals, we are far more a part of the global community than most of us realize. Our decisions clearly involve us in a variety of international activities. For most of us, the impact of these activities is decidedly one-sided. The world has an impact on us. But we, as individuals, generally have little impact on others.

There are exceptions. The decisions of some businesspersons have a great impact on other peoples. The decisions of some scientists can change the lives of large numbers of people. Individuals who host foreign visitors even have a large impact on the visitor. If the visitor makes important decisions, they can have a large, though indirect, impact on many people.

Most of us, however, come to have an impact on the global community, or at least on groups of people in other countries, only as members of groups or organizations. One student's consumption of sugar has little impact on anyone. But, when put together, the decisions of all consumers in mid-Ohio or the United States can have a tremendous impact. The "informal" group of consumers has a far greater impact than any consumer alone.

Most people are part of many informal groups such as this, and more formal organizations as well, which are involved internationally. Formal organizations are easiest to deal with because they are much more recognizable. We work for business firms (eg, manufacturers, wholesalers, retailers, advertisers, banks, insurance companies, etc.), public agencies (eg, state and local government, universities, museums, libraries, zoos, etc.). We belong to voluntary organizations (eg, the League of Women Voters, Boy Scouts, Girl Scouts, Chambers of Commerce, etc.) and religious groups (eg, Catholic parishes, Presbyterian congregations, Baptist churches, etc.). And if we do not work for or belong to these organizations, we often use their services (eg, government services, libraries, zoos, museums, banks, insurance companies, etc.) or buy their products.

Many of these organizations are themselves involved in international activities. Some even are involved in activities which require personal

contact between members and people from other countries. For example businesses, voluntary and religious groups, and even public agencies send people from mid-Ohio to other countries. They receive or host visitors from abroad as well. They send information or messages to people abroad, and receive them as well. Many mid-Ohio businesses invest money abroad, and some are totally or partially owned by people in other countries. They also buy and sell goods abroad, though some firms do this through import and export firms and thus do not get directly involved with other peoples. Mid-Ohio voluntary and church organizations also donate money for work in other countries, though most of this activity is done indirectly; and some parishes and organizations donate directly to agencies and missionaries abroad. At least one mid-Ohio organization receives donations from abroad.

These five activities are ways in which people and groups can become directly involved with people abroad. Examples of each can be found in mid-Ohio. The newspaper articles used in the previous two lessons probably provide examples of most of them.

Mid-Ohio organizations can significantly affect the lives of people through these activities. When a business firm, as opposed to a single consumer, regularly imports components from a Taiwanese firm, the impact on jobs can be great. When a local bank lends money to the Peruvian government to build low cost housing, the lives of many people can be changed for the better. When a local church hosts children from Northern Ireland summer after summer, it can help to build a community of people who want peaceful solutions for their country's problems

Our lives are tied more closely to the global community by the international involvement of these groups as well. If our employers depend on exports or imports, our jobs and livelihoods depend on the global community. If a foreign firm owns the company for which we work, decisions made in the Paris, London, Bonn or Tokyo headquarters obviously affect us.

Even the activities of public service groups affect the quality of our lives. If there were no international activities, there might be no Columbus Zoo or Fine Arts Museum. Much of our theater, art, music and literature would disappear. Ohio State University and the Columbus schools would have little to teach. And the statue of Columbus in front of the Columbus City Hall would not be there.

Materials: The "Survey of Direct International Linkages" and "An International Who's Who of Mid-Ohio Organizations."

Strategies:

OPENING THE LESSON

Step 1: Mid-Ohioans are linked abroad not only through personal activities, like deciding to buy a Japanese radio or drinking Brazilian coffee. Many of us are also linked through the

organizations we work for, belong to and whose services we use. Give some examples of the types of organizations the students' parents might work for (eg, business firms, public agencies), belong to (eg, voluntary organizations and religious groups), or use the services of (eg, businesses and public agencies like the zoo, museum, library, schools, universities, local and state government).

Step 2: Many of these groups are themselves involved in international activities. Some even are involved directly abroad. That is, people in the organization have personal, even face-to-face, contact with people from other countries. Discuss the five types of direct international activities. You might let students come up with the list themselves, from their newspaper clippings or personal diaries, or you might let them describe concrete examples of each from those sources.

DEVELOPING THE LESSON

Step 3: Project the "Survey of Direct International Linkages." Ask students to respond to the questions. As you do, have a student in the class quickly calculate percentages to fill in the blanks with a distribution for the class. (You will need to keep the distribution for questions 6-8 for the next day.)

As students answer each question, you may want to ask appropriate questions about these activities. For example, to what countries have they or family members traveled? From what countries did any visitors come? Where were the people with whom they corresponded? You may even display the "direct" linkages of the class on a map by stringing colored yarn on a map from these countries to mid-Ohio.

If students answer "yes" to questions 6-8, you might ask them to identify the organizations and the types of activities.

Step 4: Have students look at "The International Who's Who of Mid-Ohio Organizations" as a homework assignment or in class if enough copies can be made. Students should skim the list of firms and organizations as well as attempting to locate groups they think about immediately. They should write down all the groups with which they or their families are associated and the types of international activities in which they are involved. This would be most helpful if organized in terms of the following matrix:

(example)

Type of Organization	Type of International Activity: Buy/Sell goods	Send/rec. people	Send/rec. messages	Invest money	Donate money
Business firm:	x	x	x	x	
Voluntary group:		x			
Religious Group:		x	x		x

CONCLUDING THE LESSON

Step 5: When students have completed the assignment, repeat questions 6-9 of the Survey of Direct International Linkages. Present the new percentages alongside the old on the board. Ask students again what organizations they have identified and the kinds of activities in which they are engaged. You might attempt to construct a matrix like that above which indicates the type of activities characteristic of business firms, voluntary organizations, and religious groups included in the listing.

Step 6: Discuss what the students have found and what implications those findings have. The discussion might be organized around the following questions:

1. Are there activities which are unique to particular types of organizations and activities which are general to all organizations?

2. Why do you think these groups are involved in these international activities (i.e., what are the goals of the activities and the groups)?

3. Do you think the activities of these groups have an impact on you? What is the impact and why do you think there is one?

4. How might you judge how important these international activities are to the different types of groups (i.e, business firms, voluntary organizations, religious groups)?

5. Thinking back to the articles you clipped (or read) in Lessons 1 and 2, were there examples of the impact mid-Ohio organizations might have abroad? What were those impacts? Were they important? Were they more important than the impacts you or your parents might have as individuals?

INSTRUCTIONAL OPTIONS

Resource Persons:

Call Resources International to request a resource person from a mid-Ohio organization involved in direct international activity. Ask him/her to tell the class in detail about their organization's international activity and how they got involved in it. Many resource people have films, filmstrips or printed materials on their organization. This information could be added to the class matrix of information. (Call 461-0632 two weeks in advance.)

SURVEY OF DIRECT INTERNATIONAL LINKAGES

Questions	Responses (Percent of the class)		
	YES	NO	DON'T KNOW
1. Have you, a member of your family or a close friend traveled to another country? (Remember - Canada and Mexico are other countries!)	___	___	___
2. Have you met a foreign visitor to mid-Ohio?	___	___	___
3. Have you written letters to someone or received letters from someone in another country? (You may include a United States citizen residing in another country.)	___	___	___
4. Have you given or raised money which you knew would be sent to people in another country (for example through your church, or an organization like CARE or UNICEF)?	___	___	___
5. Do you know people, including your parents possibly, who buy or sell things abroad or who have invested in businesses abroad?	___	___	___
6. Does anyone in your family, or any close friend, work for a business firm or other organization which is involved in direct international activities?	___	___	___
7. Does anyone in your family belong to a voluntary organization(eg, Lions, Scouts,) which is involved in direct international activities?	___	___	___
8. Does anyone in your family belong to a church group which is involved in direct international activities?	___	___	___

AN INTERNATIONAL WHO'S WHO OR MID-OHIO ORGANIZATIONS

Business Firms

Abex Corporation-Denison Division	(1,2,3,4,5,6)
AccuRay Corporation	(2,3,4,5)
Agricultural Laboratories, Inc.	(2,3,5,6)
Ashland Chemical Corporation	(1,2,3,4,5,6)
D.L. Auld Co.	(2,5)
Autech Corporation	(2,4,5)
BancOhio	(1,2,3,4,5,6)
Bank One	(1,2,3,4,5,6)
Barneby-Cheney Co.	(1,2,3,4,5,6)
R.G. Barry Corporation	(2,3,4,5)
Battelle Memorial Institute	(2,3,4,5,6)
Big Drum, Inc.	(2,3,4,5,6)
Borden, Inc.	(1,2,3,4,5,6)
Briscoe Manufacturing Company	(2,3,4,5)
B & T Metals Company	(1,2)
Buckeye Manufacturing	(1)
Buckeye Steel Castings	(1,2,3,5)
W. A. Butler Co.	(1,2,5)
Bychrome Co.	(2,5)
Capital City Products Co.	(1,2,5)
Capitol Manufacturing Co.	(2,5)
Carter Products Co.	(2,5)
Celanese Plastics Specialties Co.	(2,3,4,5)
Central Ohio Products Co.	(2,5)
Chemical Abstracts Service	(1,2,3,4,5)
Chemical Samples Co.	(1,2,5)
Claycraft Co.	(2)
Colsoff Mfg. Co.	(1,2,5)
Columbus Coated Fabrics	(2)
Columbus Dental Manufacturing Co.	(1,2,3,4,5)
Columbus Instruments	(2,3,4,5)
Columbus Jack Corp.	(2,3,5)
Contronics Inc.	(2)
Corco Inc.	(2,3,4,5)
CVI Corporation	(1,2,3,4,5)

Key to Activities

1. Buys goods/services from abroad.
2. Sells goods/services abroad.
3. Sends people abroad.
4. Receives visitors from abroad.
5. Sends or receives messages, publications, information.
6. Invests money abroad.
7. Donates money/goods/services abroad.
8. Receives donations (goods/services/money) from abroad.

Business Firms (continued)

Dayton Plastics	(2,3,5)
Dorcy Cycle Corp.	(1,3,4,5)
Dow Production Machine Co.	(1,2,5)
Dynamic Data Corporation	(2,3,5)
Dytronic Company	(2,3,4,5)
EBCO Manufacturing Co.	(1,2,3,4,5)
E C Aviatron Services	(1,2,4,5)
Edward Lead Co.	(2,4,5)
Eldred Corporation	(2,4,5)
Excello Wine Co.	(1,4,5)
FMC Corporation	(2,5,6)
H.J. Fuller & Sons, Inc.	(2,3,4,5)
Funni-Frite, Inc.	(2,3,5)
Gelzer Systems Co., Inc.	(2)
Grid Publishing, Inc.	(2,5)
Grossman & Sons, Inc.	(1,2,3,4,5)
Haban Saw Co.	(2,5)
Halmar Electronics	(2,5)
Harrop Ceramics Services Co.	(2,3,4,5)
Harrop Precision Furnace Co.	(2,5)
Hayward Distributing Co.	(1,3,4,5)
Hennick's Saddlery	(1)
R. H. Hughes Co.	(1,2,3,4,5)
Huntington National Bank	(1,2,3,4,5,6)
Industrial Ceramic Products, Inc.	(1,2)
IRD Mechanalysis, Inc.	(2,3,4,5,6)
Ironsides Co.	(1,2,3,4,5)

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Business Firms (continued)

Jaeger Machine Corp.	(1,2,3,4,5,6)
Janitrol Aero	(1,2,4,5)
Jeffrey Mining & Manufacturing	(1,2,3,4,5,6)
Kinnear Corporation	(1,2,3,4,5)
Lazarus	(1,3,5)
Lennox Industries, Inc.	(1,2,3,4,5,6)
Liebert Corporation	(2,3,4,5)
L.H. Marshall Co.	(2,5)
K. A. Menendian, Inc.	(1)
Charles E. Merrill Publishing	(2,3,4,5)
Metal Forge Co.	(2)
Mid-American Textiles	(2)
National Electric Coil	(1,2,3,4,5)
Nationwide Insurance	(2,3,4,5,6)
Nu-Look Fashions, Inc.	(1,2,3,4,5)
Paul L. Oppenheimer Corp.	(1,2,3,5)
Peabody Noise Control	(2,3)
Pereny Equipment Co.	(2,5)
Perma-Flex Mold Co., Inc.	(2,4,5)
Perma-Stone Co.	(2,4,5)
Fred D. Pfening Co.	(2,3,5)
Philips Roxane Labs, Inc.	(1,2,3,4,5)
Ranco, Inc.	(2,3,4,5,6)
Renite Company	(2,3,4,5)
Rimrock Corporation	(2,3,4,5)
Robinson-Houchin, Inc,	(2,5)
Rockwell International Corp.	(2,3,4,5)
Ross Laboratories	(2)

Key to Activities

1. Buys goods/services from abroad.
2. Sells goods/services abroad.
3. Sends people abroad.
4. Receives visitors from abroad.
5. Sends or receives messages, publications, information.
6. Invests money abroad.
7. Donates money/goods/services abroad.
8. Receives donations (goods/services/money) from abroad.

Business Firms (continued)

Sales Unlimited, Inc.	(2,3,4,5)
SCA International, Inc.	(1,3,4,5)
Scientific Advances, Inc.	(2,3,4,5)
Sensotec, Inc.	(2,5)
Shaffer Distributing Co.	(2,3,4,5)
Chester A. Smith, Inc.	(1,5)
G. Frederick Smith Chemical Co.	(2,4,5)
Solidstate Controls, Inc.	(1,2,3,4,5)
Southard Company	(2,3,5)
Steel Company of America	(2,5)
Stim-U-Plant, Inc.	(2,5)
Union Fork & Hoe Company	(1,2,3,4,5)
United McGill Corporation	(1,2,3,4,5)
Viking Engraving Corporation	(1,2,3,4,5)
Wassterstrom & Sons, Inc.	(1,2,3,4,5)
Weinman Pump	(2,3)
Weldon Incorporated	(1,2,4,5)
White-Westinghouse Corp.	(1,2,3,4,5)
Wilson International Co.	(1,2,3,4,5,6)
Worthington Foods	(2,5)
Yenkin-Majestic Paint Corp.	(1,2,3)

Key to Activities

1. Buys goods/services from abroad.
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6. Invests money abroad.
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8. Receives donations (goods/services/money) from abroad.

Religious Congregations

All Saints Evangelical Lutheran Church	(4,7)
Apostolic Christian Church	(5,7)
Apostolic Gospel Church	(4,5,7)
Asbury Methodist Church South	(4,5,7)
Atonement Lutheran Church	(4,5,7)
Bahai Faith	(3,4)
Beautiful Savior Lutheran Church	(5,7)
Beth Jacob Congregation	(3,4,5,7)
Bethany Baptist Church	(3,4,5,7)
Bethany Presbyterian Church	(3,4,5,7)
Bethel Lutheran Church	(4,5,7)
Bethal United Methodist Church	(4,5,7)
Bethal United Presbyterian Church	(3,4,5,7)
Bexley Baptist Church	(3,4,5,7)
Boulevard Presbyterian Church	(3,4,5,7)
Broad St. United Methodist	(3,4,5,7)
Brookwood Presbyterian Church	(7)
Buckeye Christian Church	(4,5,7)
Burgess Ave. Methodist Church	(4,5,7)
Calvary Apostolic Church	(3,4,57)
Calvary Community Church	(5,7)
Calvary Lutheran Church	(3,4,7)
Calvin Presbyterian Church	(3,4,5,7)
Cantenary Methodist Church	(4,5,7)
Central Presbyterian Church	(3,4,5,7)
Christ the King Catholic Church	(3,4,5,7)
Christ the King Lutheran Church	(3,4,5,7)
Christ Methodist Church	(4,5,7)
Church of Christ Apostolic Faith	(3,4,5,7)
Church of Christ Fishinger & Kenny	(3,4,5,7)
Church of God of Berwick	(5,7)
Church of the Good Shepherd Methodist	(3,4,5,7)
Church of Jesus Christ of Latter Day Saints	(3,5,7)
Church of the Messiah Methodist	(4,5,7)
Clair Methodist Church	(7)
Clinton Heights Lutheran Church	(3,4,5,7)
Clintonville Baptist Church	(4,5,7)
Columbus Stake-Latter Day Saints	(3,4,5,7)
Columbus Ward 2-Latter Day Saints	(3,4,5,7)
Columbus Baptist Temple	(3,4,5)
Commercial Point Methodist	(3)
Como Ave. Methodist Church	(3,4,5,7)
Congregation Ahavas Sholom	(4,5,7)
Congregation Tifereth Israel	(3,7)
Corpus Christi Catholic Church	(4,5,7)
Covenant Baptist Church	(3,4,5,7)
Crestview Presbyterian Church	(5,7)

Key to Activities

1. Buys goods/services from abroad.
2. Sells goods/services abroad.
3. Sends people abroad.
4. Receives visitors from abroad.
5. Sends or receives messages, publications, information.
6. Invests money abroad.
7. Donates money/goods/services abroad.
8. Receives donations (goods/services/money) from abroad.

Religious Congregations (continued)

Cypress Wesleyan Church	(3,4,5,7)
David's United Church of Christ	(3,4,5,7)
Delray Church of Christ	(3,4,5,7)
Divinity Lutheran Church	(4,7)
Dublin Community Church	(3,4,7)
East Livingston Baptist Church	(4,5,7)
Eastminster Presbyterian Church	(3,4,5,7)
Eastview Methodist Church	(3,4,7)
Epwerth Methodist Church	(4,7)
Fairmoor Assembly of God	(4,7)
Fairmoor Presbyterian Church	(4,7)
Faith Bible Church	(4,5,7)
Faith Lutheran Church	(7)
Faith Methodist Church	(4,7)
Fifth Ave. Methodist Church	(3,4,5,7)
First Alliance Church	(5,7)
First Baptist Church	(3,4,5,7)
First Baptist Church of Gahanna	(4,7)
First Baptist Church of Hilliard	(5,7)
First Baptist Church of Westerville	(4,5,7)
First Church of God	(3,4,5,7)
First Church of the Nazarene	(4,5,7)
First Congregational	(3,4,5,7)
First Presbyterian Grove City	(7)
First Unitarian Church	(4,5,7)
Foursquare Gospel Church	(7)
Fourth Avenue Christian Church	(3,4,5,7)
Franklin Unitarian Fellowship	(7)
Free Methodist Church of New Albany	(4,7)
Friends North Columbus Meeting	(3,4,5,7)
Gates-Fourth Methodist Church	(5,7)
Gay Tabernacle Baptist Church	(4,7)
Gethsemane Lutheran Church	(7)
Glen Echo Presbyterian Church	(3,4,5,7)
Good Shepherd Lutheran Church	(3,4,7)
Gospel Tabernacle Church	(4,5,7)
Grace Brethren Church	(4,5,7)
Grace Lutheran Church	(4,5,7)
Grove City Baptist Church	(4,5,7)
Grove City Church of God	(5,7)
Grove City Church of the Nazarene	(3,4,5,7)
Grove City Methodist Church	(3,4,5,7)
Groveport Lutheran Church	(3,4,5,7)
Groveport Methodist	(4,5,7)
Hillcrest Baptist Church	(3,4,5,7)
Hilliard Presbyterian Church	(3,5,7)
Hilltop Christian Church Disciples	(4,5,7)
Hilltop Church of God	(4,5,7)

Key to Activities

1. Buys goods/services from abroad.
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7. Donates money/goods/services abroad.
8. Receives donations (goods/services/money) from abroad.

Religious Congregations (continued)

Hilltop Evangelical Lutheran Church	(5,7)
Hoge Memorial Presbyterian	(7)
Holy Name Catholic Church	(4,7)
Holy Rosary Catholic Church	(3,4,5,7)
Holy Trinity Evangelical Lutheran	(4,5,7)
Hope Methodist - Canal Winchester	(3,5,7)
Immaculate Conception Catholic Church	(3,4,5,7)
Indianola Baptist Church	(4,7)
Indian Springs Church of Christ	(3,4,5,7)
Indianola Methodist	(4,5,7)
Karl Road Christian Church	(4,7)
King Ave. Methodist Church	(4,5,7)
Lancaster Branch-Latter Day Sts.	(3,5,7)
Lane Avenue Baptist Church	(3,4,5,7)
Lincoln Baptist Church	(3,4,5,7)
Linden Church of the Nazarene	(3,4,5,7)
Linden Karl Road Baptist Church	(4,5,7)
Linworth United Methodist Church	(4,7)
Lithopolis Church Nazarene	(3,4,5,7)
Livingston Methodist Church	(7)
Love Zion Baptist	(3,5,7)
Maple Grove Methodist Church	(7)
Maranatha Baptist Church	(5,7)
Martin Rd. Church of God	(3,4,5,7)
Maynard Ave. Methodist Church	(4,5,7)
Mckendree Methodist Church	(4,7)
Meadow Park Church of God	(4,5,7)
Messiah Lutheran Church	(3,4,7)
Mifflin Presbyterian Church	(3,4,5,7)
Minerva Park Methodist Church	(4,5,7)
Morse Road Baptist Church	(5,7)
Mountview Baptist Church	(3,4,5,7)
Mt. Olivet Baptist Church	(7)
Neil Ave. Mennonite Church	(4,5,7)
Neil Ave. Methodist Church	(3,4,5,7)
New Albany Methodist Church	(4,7)
New Hope Methodist	(5,7)
North Baptist Church	(7)
North Broadway United Methodist	(4,5,7)
North Church of Christ	(5,7)
North Community Lutheran Church	(4,5,7)
North Linden United Brethren	(3,4,5,7)
North Methodist Church	(3,4,5,7)
Northeast Church of Christ	(3,4,5,7)
Northland Church of the Nazarene	(5)
Northminster Presbyterian Church	(4,5,7)
Northwest Christian Church	(4,5,7)

Key to Activities

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8. Receives donations (goods/services/money) from abroad.

Religious Congregations (continued)

Oakland Park Wesleyan Church	(3,4,5,7)
Oakwood Methodist Church	(3,4,5,7)
Obetz United Methodist Church	(3,4,5,7)
Ohio Avenue Methodist Church	(5,7)
Old First United Presbyterian	(3,4,7)
Olentangy Christian Reformed Church	(3,4,7)
Parsons Baptist Church	(4,5,7)
Peace Evangelical Lutheran Church	(7)
Peace United Methodist Church	(4,5,7)
Redeemer United Brethren in Christ	(7)
Reformation Lutheran Church	(3,7)
Resurrection Evangelical Lutheran	(7)
Reynoldsburg Baptist Church	(3,4,5,7)
Reynoldsburg First United Presbyterian	(4,5,7)
Reynoldsburg Methodist Church	(4,7)
Riverside Methodist Church	(3,4,5,7)
St. Agatha Catholic Church	(4,7)
St. Alban's Parish	(3,4,5,7)
St. Anthony Church	(3,4,7)
St. Edward Episcopal Church	(4,7)
St. Elizabeth Church	(3,4,7)
St. James Episcopal Church	(4,5,7)
St. James the Less Catholic Church	(7)
St. John's Evangelical Protestant Church	(3,4,5,7)
St. John the Evangelist	(4,5,7)
St. John Lutheran Church	(3,7)
St. Luke Lutheran Church	(4,5,7)
St. Luke Methodist Church	(7)
St. Mark's Episcopal Church	(4,7)
St. Mark's Lutheran Church	(3,4,7)
St. Mark Methodist Church	(3,4,5,7)
St. Margaret of Cortona	(3,4,5,7)
St. Mary Church	(4,7)
St. Mathew Catholic Church	(4,7)
St. Mathew Episcopal Church	(3,4,5,7)
St. Mathew Lutheran Church	(5,7)
St. Michael	(7)
St. Patrick's Church	(3,5)
St. Paul's Episcopal Church	(3,4,7)
St. Paul Evangelical Congregational Ch.	(4,5,7)
St. Philip's Lutheran Church	(4,5,7)
St. Steven's Episcopal Church	(3,4,5,7)
St. Timothy Church	(3,4,5,7)
Salem Church Parsonage	(4,7)
Scioto Ridge United Methodist	(7)
Shady Lane Presbyterian Church	(3,4,5,7)
Southeast Christian Church	(7)
Southwest Church of the Nazarene	(4,5,7)

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Religious Congregations (continued)

Southwood Church of Christ	(3,4,5,7)
Sullivant Avenue Friends Church	(5,7)
Temple Israel	(3,4,7)
Third Avenue Methodist Church	(4,7)
Thomas Avenue Church of Christ	(4,5,7)
Thurman Avenue Methodist Church	(3,7)
Trinity Assembly of God	(3,5,7)
Trinity Baptist Church	(7)
Trinity Episcopal Church	(4,5,7)
Trinity United Methodist	(3,4,7)
Unification Church	(4,5)
Union Baptist Church	(4,7)
United Brethern in Christ Church	(4,5,7)
Universal Life Church of Ohio	(3)
University Baptist Church	(3,4,5,7)
University Lutheran Church	(4,5,7)
University Methodist Church	(4,7)
Upper Arlington Church of Christ	(4,7)
Upper Arlington Lutheran Church	(7)
Warren Ave. Church of Nazarene	(3,4,5,7)
Weber Rd. Alliance Church	(3,4,5,7)
Welch Ave. Free Will Baptist	(4,5)
Wesley Foundation Methodist	(4)
West Second Ave. Presbyterian	(3,4,5,7)
Westerville Alliance Church	(4,7)
Westside Baptist Church	(3,7)
Whitehall Baptist Church	(3,4,5,7)
Whitehall Church of Christ	(7)
Whitehall Church of Nazarene	(3,4,5,7)
Wilson Ave. Church of Nazarene	(3,4,5,7)
Worthington Branch-Latter Day Saints	(3,4,5,7)
Worthington Methodist Church	(3,4,5,7)
Worthington Seventh Day Adventist	(5,7)
Worthington United Presbyterian	(3,5,7)
Zion Lutheran Church	(4,7)

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Voluntary Groups

Altrusa	(4,7)
Am. Assn. of University Women	(7)
Am. Field Services	(3,4)
Am. Heart Assn.	(3)
Am. Legion Auxiliary	(7)
Am. Red Cross	(5,7)
Am. Women in Radio and TV	(4,5)
Amnesty International	(5,7)
Architects Society of Ohio	(3)
Arthritis Foundation	(3)
Beta Sigma Phi	(3,4,5,7.8)
B'nai Brith Women	(7)
Bread for the World	(5,7)
Buckeye State Sheriffs' Assn.	(4)
Buckeye Trails	(3,5)
Campfire Girls	(4,7)
CARE	(3,5,7,8)
Central Ohio Council for Int'l Visitors	(4)
Church Women United	(1,3,4,5,7)
Cols. Area Chamber of Commerce	(4,5,7)
Cols. Area International Program	(4,5,7,8)
Cols. Area Mensa	(4)
Cols. Assn. for the Performing Arts	(4)
Cols. Central Y's Mens Club	(3,4,5,7)
Cols. Committee for Japanese International Christian University	(4,5,7,8)
Cols. Council for Exceptional Children	(5)
Cols. Council on World Affairs	(4)
Cols. Jewish Federation	(3,4,5,7)
Cols. Literacy Council	(4,5,7)
Cols. Soroptimists International	(5,7)
Conservation Society	(5)
Diocesan Council of Catholic Women	(3,4,5,7)
Epilepsy Assn. of Franklin County	(5)
Esperanto Club of Central Ohio	(4)
Feminists for Life, Inc.	(4,5,7)
Gahanna Civic Club	(7)
Institute of Cultural Affairs	(7)
Intl. 4-H Youth Exchange	(3,4,5)
Intl. Order of Job's Daughters	(5)
Intl. Organization of Women Pilots	(3,4,7)
Intl. Shade Tree Conf. - Ohio Chapter	(7)
Jewish Center	(3,4,5)
Junior League of Columbus	(3,5)
League of Women Voters of Cols.	(3,5)
Lutheran Immigration-Refugee Service	(4,5)
Metropolitan Area Church Board	(5)

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Voluntary Groups (continued)

National Assn. of Theater Owners	(4)
National Conference on Social Welfare	(3,4,5,7)
National Water Well Assn.	(3,4,5)
Ohio Agricultural Chemical Assn.	(3,4,5)
Ohio Chamber of Commerce	(5)
Ohio Concrete Pipe Mfg.'s Assn.	(3)
Ohio Congress of Parents and Teachers	(4)
Ohio Council on Alcohol Problems	(5)
Ohio CROP	(4,5,7)
Ohio Florists' Assn.	(5,7,8)
Ohio Grain, Feed, Fertilizer Assn.	(3,4,5)
Ohio Lung Assn.	(4)
Ohio Newspaper Assn.	(3,4)
Ohio Pharmaceutical Assn.	(3,4,5)
Ohio Prosecuting Attorneys Assn.	(3)
Ohio State Columbian Squires	(5)
Ohio State Restaurant Assn.	(3,5,7)
Ohio State University Assn.	(4)
Ohio State University Int'l Wives Club	(4,5)
Ohio Vo-Ag Teachers Assn.	(4,7)
Ohio Vocational Assn.	(4)
Ohio Wheelchair Athletic Assn.	(3)
Pilot Club	(4,5,7)
Planned Parenthood Assn.	(4)
Quota Club of Columbus	(3,7)
Rotary Club of Columbus	(3,4,5)
Salvation Army	(3,4,57)
Sogetsu	(3,4,5)
Students Int'l Meditation Society	(3,4,57)
Tifereth Israel Sisterhood	(5,7)
UNICEF Committee of Greater Columbus	(7)
United Methodist Women	(4,5,7)
United Nations Assn.	(4,5)
United Ostomy Assn.	(4,5)
U.S. Committee for the Int'l Council on Social Welfare	(3,4,5,7)
U.S. Trotting Assn.	(3,4,5,7,8)
University Women's Club	(4,5,7)
Vision Center of Central Ohio	(4,5,8)
Vita Center, Inc.	(3,4,58)
Westerville Women's Music Club	(3,7)
Women's American ORT	(5,7)
Women's Republican Club of Ohio	(4)
World's Christian Endeaver Union	(3,4,5)
Worthington Women's Club	(4)
YMCA - Cols. Central	(3,4,7)
YWCA	(5,7)
Youth for Understanding	(3,4,5)
Zonta International	(4,5,7)

Key to Activities

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Lesson Five: HOW GLOBAL ARE WE?

Duration: One or two class periods.

Purpose: To demonstrate that mid-Ohio's international linkages are "global," that is, they reach around the world, even though we are linked more highly to some areas than others.

Objective: Students will speculate about the geographic pattern of mid-Ohio's international activities from general information on world regions and information from past lessons. They will compare these speculations with statistics drawn from community surveys.

Background Information for Teachers:

In this unit, students have been exposed to the idea that they are a part of a "global community." But, even based on the evidence they have assembled, it may still not be obvious just how "global" our international linkages are. This is particularly true in relation to our direct involvement with other peoples.

In fact, mid-Ohioans overall have activities which link us to people all around the world. Most of these activities are conducted by our business firms, voluntary organizations and religious groups. Actually, any one organization is likely to be linked to people in just a few other countries. But taken together, the activities, concerns and decisions of mid-Ohioans circle the globe. For example, business firms in mid-Ohio export their products to over fifty-seven other countries on a routine basis. In one year religious congregations hosted visitors from seventy-eight other countries. In that same year, members of the Ohio State University faculty visited seventy-two other countries. Local voluntary organizations have direct international linkages to people in ninety-one different countries.

Mid-Ohio organizations are not equally involved with all parts of the globe, however. International activities reflect the goals of these groups. Not all goals can be equally met in all parts of the world. Most, though not all, ties of business firms are with the relatively rich people of Europe, Canada and Japan rather than the relatively poor people of Africa and Latin America. Many activities of religious groups involve mission work and are primarily with people in the poorer parts of the world. The ties of many voluntary organizations are with members of similar groups, primarily in Western Europe and Canada. Other voluntary organizations give aid to people abroad and so, like the religious groups, are linked to the poorer parts of the world like Latin America, Asia and Africa.

Of course, other things affect how global our organizations are. Cultural similarities as well as economics link us to Europeans, Canadians, and

Australians (Oceania). History links us to Latin Americans even though economics divides us. History also links religious groups to the Middle East, the cradle of all our major religions. On the other hand, national politics divide us from Eastern Europeans, despite ties of ancestry and cultural heritage.

In this lesson students will be asked to analyze information they have already learned and information about the world regions to hypothesize about how we might be linked around the world. They will then use information obtained through surveys by a research center at Ohio State University to compare their hypotheses with the actual distribution of direct international activities for business firms, voluntary organizations and religious groups in mid-Ohio.

Materials: Two maps: (1) a blank map identifying the world's regions and (2) a map indicating mid-Ohio's direct international involvement entitled "Mid-Ohio's Global Connections." A fact sheet entitled "Information on the World's Regions," and a blank "Information" outline for optional use. The survey "With Whom Do You Think We Are Linked?"

Strategies:

OPENING THE LESSON

Step 1: In the past two lessons, students have been acquainted with a variety of ways in which they are involved in the global community. But just how global are mid-Ohio's linkages, and to which areas of the world are we most highly linked?

From the evidence they have assembled in past lessons, have students speculate about the geographic pattern of mid-Ohio's linkages with the world. Divide the class into groups of two or three.

Hand out copies of (1) a world region map along with (2) the fact sheet "Information on the World's Regions," and (3) the survey "With Whom Do You Think We Are Linked?" Have the groups, based on what they already know and the information contained on the fact sheet, answer the first three questions on the survey.

Option: Instead of giving students the information on the world's regions, you might hand out the "Information Outline." Have students find out the information indicated on the outline from library sources.

DEVELOPING THE LESSON

Step 2: Poll the class to find out which regions are most commonly predicted to be the most highly linked and which are most commonly predicted to be the least linked. Discuss the factors which affect how much we interact with different peoples: the goals

of the groups, wealth, history, cultural similarity, politics. You might do this by asking why students chose the regions they did.

Step 3: Display the map "Mid-Ohio's Global Connections." The information for the map comes from the same surveys used to compile the "International Who's Who of Mid-Ohio Organizations." Thus it is not perfectly accurate. But it is the best picture of the community's direct links with the world available. Explain the key to the map. Different figures represent different types of organizations. Only direct international activities are counted. But any direct activity counts.

Have students compare their answers in Step 1 to the survey information by completing questions 4 through 10 on the survey.

CONCLUDING THE LESSON

Step 4: Discuss how global the activities of mid-Ohio organizations are. You might use the following questions as a basis for the discussion.

1. Which set of organizations appears to be the most "global?" That is, which is most highly linked with the largest number of regions? Which appears to be the least global?

2. Western Europe is the region most highly linked to mid-Ohio organizations. Why do you think this is so?

3. Why is Eastern Europe so low?

4. Why is Oceania so low? On the other hand, why is Oceania higher for business firms than Africa, which is much larger?

5. Why is the Middle East so highly linked to mid-Ohio religious groups?

6. Why are religious groups so highly linked to Asia, Latin America and Africa?

7. Asia is also highly linked to business firms. But many of these ties are with just a few Asian countries. Can you guess what they are (Japan, Korea, Taiwan) and why?

INSTRUCTIONAL OPTIONS

Resource Persons:

-Some students may be interested in interviewing an internationally active person on where they are most linked. While those students are preparing a brief interview, contact

Resources International for names of people from different sectors. (Call 461-0632 two weeks in advance.)

English and Language Arts:

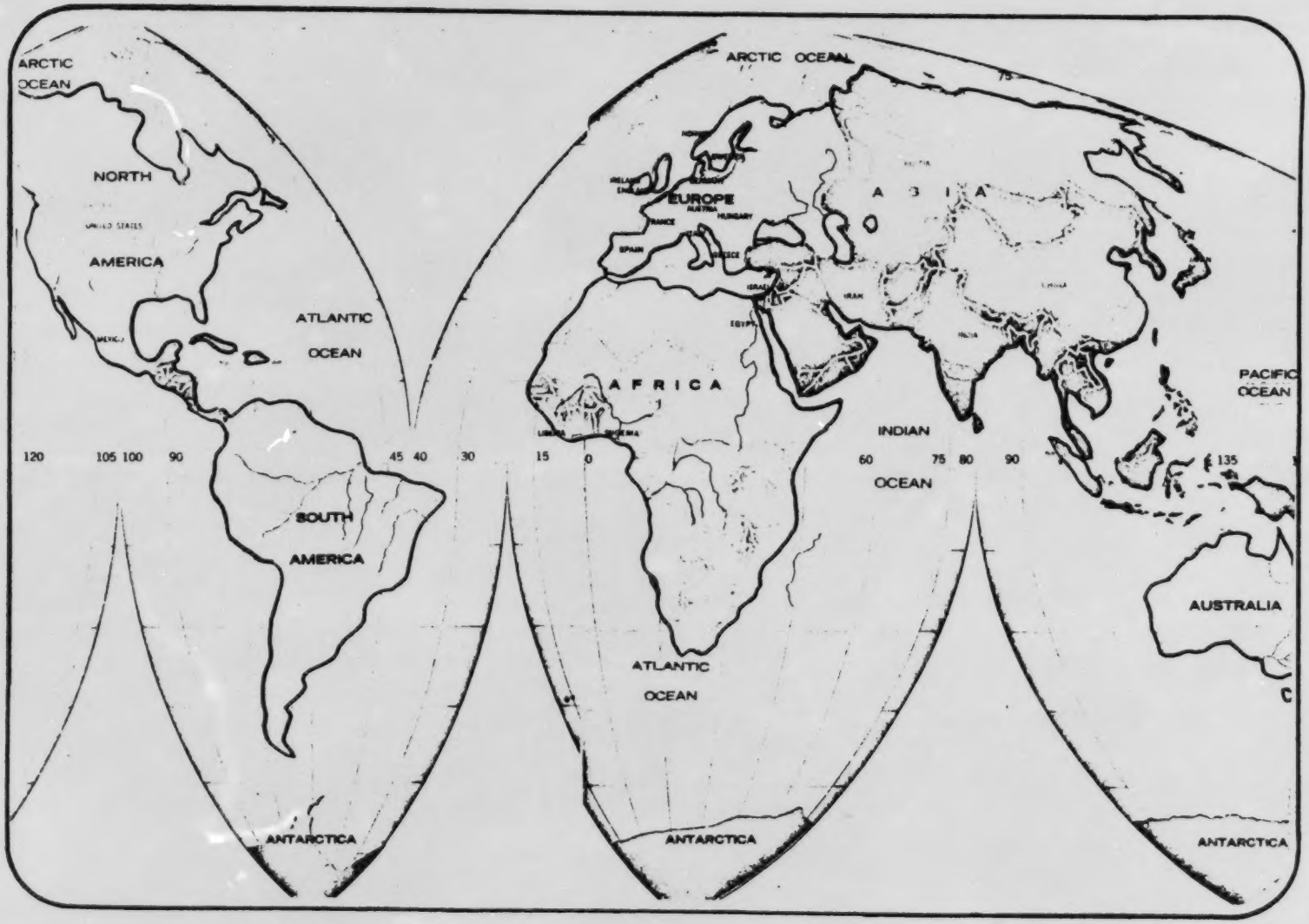
-In small groups, have students simulate a travel agency and plan a four-week trip to some area of the world for the purpose of selling the trip to other members of the class. To do this, each small group will need to create a travel brochure with pictures and written copy, a poster, and a short, oral sales pitch.

-Using only headlines or parts of headlines clipped from the newspapers used in past lessons, have students create a "headline poem" which relates to the theme of "Mid-Ohio's International Linkages."

-Have students compare the amount of international news contained in a local newspaper with that in a newspaper from another city. (Every school library has at least one out-of-town newspaper.) In a short report, the students should report their findings and discuss reasons for the similarities and differences.

-After showing a short travel film about a foreign country or location, have students write a paragraph discussing reasons why (or why not) they would like to visit the place featured in the film.

-Have students make a folder or notebook of internationally recognizeable symbols, e.g., those used in airports to mark places to eat, telephones, etc. Under each picture or sketch of the symbol, have students explain their meanings. In addition, have the students create some new symbols which could be internationally recognizeable.



WORLD REGIONS MAP

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INFORMATION ON THE WORLD'S REGIONS

	Population of the Region (millions)	Number of Independent Countries	Infant Mortality (per 1000 births)	Estimated Illiteracy	Per Capita Disposable Income (U.S. $)
Canada	23	1	14	less than 10%	$7,446
Latin America	242	32	17-89	34%	$1,110
Western Europe	370	18	8-38	less than 10%	$4,610
Eastern Europe	368	8	15-87	less than 10%	not available
Middle East	93	16	14-153	47%	$1,770
Africa	424	49	24-259	54%	$ 420
Asia	2,262	26	9-250	40%	$ 580
Oceania	22	9	8-53	10%	$5,060

INFORMATION ON THE WORLD'S REGIONS

	Population of the Region (millions)	Number of Independent Countries	Infant Mortality (per 1000 births)	Estimated Illiteracy	Per Capita Disposable Income (U.S. $)
Canada					
Latin America					
Western Europe					
Eastern Europe					
Middle East					
Africa					
Asia					
Oceania					

Linkage Guestimates

WITH WHOM DO YOU THINK WE ARE LINKED?

Look at the information on the world regions map which the teacher has given you, or which you have collected. Then, taking into account the types of goals different organizations may have, answer questions 1 through 3 below. Do not worry about the column "According to the Survey" at this time. Just give "Your Guesses."

1. With which three world regions (from the map) do you think mid-Ohio organizations (that is, business firms, voluntary organizations, and religious groups) are the most highly linked through direct international activities? (Do not worry about the order.)

	Your Guesses	According to the Survey
a.	_____	_____
b.	_____	_____
c.	_____	_____

2. With which three world regions (from the map) do you think mid-Ohio organizations are the least linked through direct international activities?

	Your Guesses	According to the Survey
a.	_____	_____
b.	_____	_____
c.	_____	_____

3. Do you think that there are any regions of the world (from the map) with which mid-Ohio firms, voluntary organizations, and religious groups are <u>not</u> linked at all?

   Which regions? _____

   Why do you think so?

STOP HERE

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When the teacher has shown you the map "Mid-Ohio's Global Connections" answer the following questions.

4. With which regions are mid-Ohio organizations most and least highly linked? Go back and fill in the answers to questions 1 and 2 according to the surveys of mid-Ohio organizations.

5. How many of the most highly linked regions did you miss? _____

   Which ones did you miss? _____

6. Which groups (business firms, voluntary organizations, or religious groups) were most active with the regions you missed?

	Regions You Missed	Most Active Types of Groups
a.	_____	_____
b.	_____	_____
c.	_____	_____

7. What is it about the regions to which mid-Ohioans are most highly linked that might explain why so many of these groups have linkages to people in them? (For example, are there a large number of people? Cultural similarities? Historical linkages? Are they rich or poor and how might these things matter?)

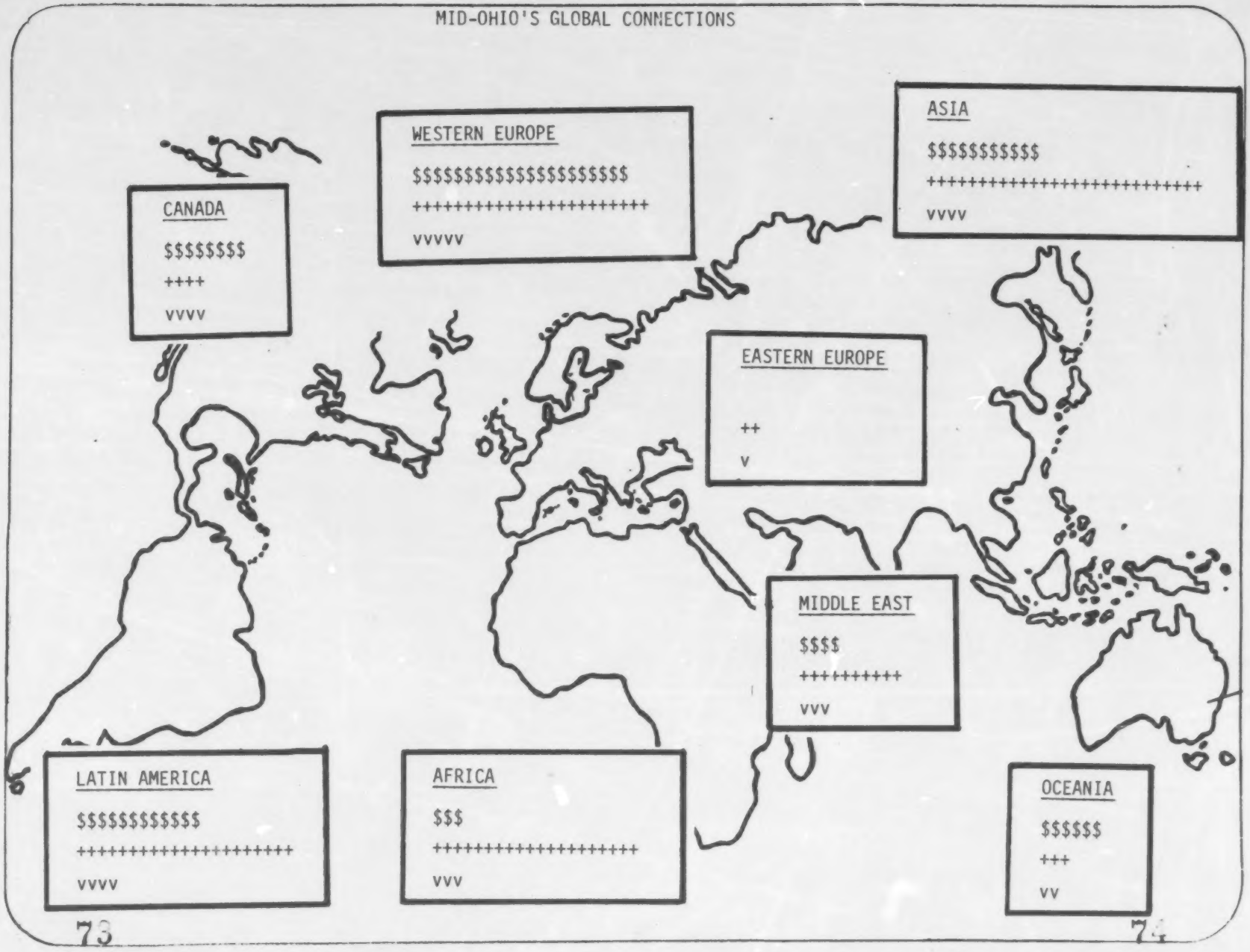
8. How many of the least linked regions did you miss? _____

   Which ones did you miss? _____

9. Which groups (business firms, voluntary organizations, religious groups) were least active with the regions you missed?

	Regions You Missed	Least Active Types of Groups
a.	_____	_____
b.	_____	_____
c.	_____	_____

10. What is it about the regions to which mid-Ohioans are least linked that might explain why so few mid-Ohio organizations have linkages to people in them?



$=5 business firms; +=5 religious congregations; v=5 voluntary organizations

UNIT II

MAKING DECISIONS ABOUT INTERNATIONAL ACTIVITIES

A SUMMARY OF KEY IDEAS FOR TEACHERS - UNIT II

People in mid-Ohio participate in a global community. But mid-Ohioans, like people all over the world, evaluate that involvement differently. A businessperson who is forced to compete with lower priced goods from Japan may not appreciate our global linkages. A businessperson who relies on foreign markets to sell his products may value them highly. A clergyman commited to bringing souls to God may regard our global involvement as an essential part of being human. A voluntary organization leader concerned with sewers in Columbus may regard it as peripheral to the really important issues.

How organizations and people think about our global involvement and how they evaluate particular opportunities and decisions will depend on many things. In the first place, organizations and people will evaluate global linkages in relation to their goals. Organizations and individuals have a variety of goals. They want to earn a living, save souls, plant trees, prevent war, clean up the environment, learn new things, etc. Our international activities tend to be an extension of our "domestic" activities. They usually serve the same goals. Businesspersons export products abroad for the same reasons that they sell them to other mid-Ohioans. Clergymen send money to Africa for the same reasons that they preach to their parishioners.

But goals do not entirely explain our evaluations of international activities or differences in the attitudes of people. This unit shows students the ways in which interests, values, stereotypes and roles also affect how people judge international activities. In the lessons students are exposed to the actual goal statements of mid-Ohio organizations. They experience how stereotypes, interests and values affect their own decisions. They see how roles within a complex multinational corporation affect the information, values and priorities which people bring to bear on decisions. Finally, they will also see that the very way in which a group makes a decision can influence what the group does within the global community.

In the process students should improve both communication skills and their ability to work and arrive at decisions within small groups. They will learn citizenship skills which are relevant to the school, the local community and elsewhere. They may even become more skillful in making and analyzing decisions which affect them every day.

Lesson Six: REASONS FOR THE INTERNATIONAL INVOLVEMENT OF ORGANIZATIONS

Duration: Two class periods.

Purpose: To show students the reasons why different types of groups become involved in international activities and the variety of goals which these organizations may have.

Objective: Students will hypothetically link types of groups and international activities with general goals which are characteristic of these groups. They will then read materials circulated by specific mid-Ohio groups and infer goals and objectives from them.

Background Information for Teachers:

People and organizations become involved in international activities for many reasons. For example, some must do so just to get things they want. Bananas and some other foods aren't grown in the United States. Many minerals needed by industry are not mined here. Other groups and individuals get involved in international activity simply because the global community provides an opportunity. A local fast food chain is building restaurants around the world. After all, people everywhere eat.

Direct international activities almost always have a reason, or goal, behind them. The goals are usually similar to those for "domestic" activities, that is, activities totally within this country. People travel abroad to conduct business, to lie on a beach, or to see the sights. These are reasons or goals for travel abroad. The same goals are involved in business trips to New York, winter vacations in Florida, or visits to the Columbus Zoo.

Different types of groups in general have identifiable and different goals. These differences are often reflected in different types of international activities. For example, business firms are among the only groups which are primarily interested in making money. It is also primarily business firms which buy and sell goods abroad or which invest in corporations abroad. Some voluntary organizations and religious groups are most often the groups involved in sending money or other things abroad to help the poor. These activities are directly related to their goals.

Differences in goals can also be reflected in different attitudes toward particular events or policies. For example, business firms may support greater trade with the People's Republic of China because of the profits the trade might make possible. The Chinese(Taiwan)-American Club may not because such trade could lessen our commitment to the Republic of China (Taiwan). In these situations, differences in goals can cause conflict between groups. Similarities in goals, on the other hand, can be a basis for cooperation.

A single group may also have many supplementary goals. These may be "objectives" which help to reach the principal or major goal of the group. For example, a business has a major goal--making profits. It may have other goals, like making high quality products, which help them to achieve that goal. Supplementary goals may also reflect different values altogether, although they are unlikely to contradict the major goal. For example, a business may support efforts to raise living standards abroad. This is a humanitarian goal. It may also help profits in the long run.

This lesson gives students an opportunity to compare the actual goal statements of different mid-Ohio organizations. They will infer the goals of specific business firms and voluntary groups, both religious and secular. They will compare the goals. And, using the comparisons, they will reflect on how differences in goals can create conflict.

Materials: AFS (American Field Service) Statement of Purpose, Agreement with Hubei Province of the People's Republic of China, sufficient copies of the various Goals for Global Involvement so that each student has access to at least two.

Strategies:

OPENING THE LESSON

Step 1: In the past several lessons, we have been talking about international activities which link us to the world. We have seen many groups in mid-Ohio which are involved in these activities. But we have not paid much attention to why those groups get involved in the global community.

You may introduce students to the types of goals served by international activities with the following short activity.

Project or list on the board the following general goals. Ask students to hypothesize, based on their knowledge of organizations and activities from the last two lessons, what types of organizations or activities would be most likely to identify with these goals.

Example:

Goals	Types of Organizations
1. Make profits	1. Business firms
2. Earn a living	2. Business firms, workers
3. Help others	3. Aid organizations
4. Save souls	4. Church groups
5. Disseminate or acquire knowledge	5. Schools, universities, foreign students
6. Satisfy curiosity	6. Tourist travel, schools
7. Create a sense of community on the part of people around the world	7. Hosting organizations

You may want to turn the exercise around at this point and ask if these groups are likely to have other goals in addition to their major goal.

DEVELOPING THE LESSON

Step 2: Project or hand out copies of the AFS Statement of Purpose. When students have had time to read it, have them identify:

1. The major goal(s) of AFS
2. Any objectives (ie, goals designed to meet the major goal) which are mentioned
3. Specific activities in which AFS in engaged.

Ask students whether they think the activities of AFS will achieve the primary goals of the organization.

Step 3: Hand out or give students access to the various Goals for Global Involvement. Each student should read two or three of these goal statements, which are exerpted from the actual reports and brochures of the organizations in question. Students should not do more than one organization of a particular type (eg, business firm, hosting organization, religious group, university department).

For each organization, students should answer the above three questions on a separate sheet of paper.

Step 4: Discuss the goal statements students have read. You might use the following questions as a guide.

1. Do you think the goals of these organizations are typical of these types of organizations?

2. Do these organizations appear to make a distinction between what they want to achieve through their local activities (if they have any) and what they hope to achieve through their international activities?

3. Are the goals of the different groups compatible with each other in general (eg, would any one group disapprove of the goals of the other)?

4. Can you think of a situation in which your organizations would come into conflict because of differences in their goals?

CONCLUDING THE LESSON

Step 5: Project the "Agreement with Hubei Province of the People's Republic of China." Have students identify all the goals which are implicit or explicit in it. Then ask:

1. The goals which are implicit and explicit in this document are similar to a variety of types of organizations. What type of organization could this partner with Hubei Province be?

2. What organization or type of organization do you think this is?

3. What does this tell you about the goals or reasons for government in the American political system and for government involvement in the world?

INSTRUCTIONAL OPTIONS

Resource Persons:

-Request a resource person from the International Trade Division of the State of Ohio. Such a person could give the class an overview of Ohio firms abroad and their goals. (Call 461-0632 two weeks in advance.)

-Request a resource person from Battelle to talk about Battelle's many and varied worldwide activities and their goals. Perhaps include a tour of the local headquarters as a stimulating experience for the class. (Call 461-0632 two weeks in advance.)

English and Language Arts:

-Have students compose a letter to an internationally involved group requesting information about the extent of the group's international connections and its goals.

-In small groups, have students create and produce a brochure which will attract foreign tourists to central Ohio.

-Have students write a short report, using reference materials and information gained through discussion with representatives of an internationally-connected organization such as UNICEF or the Red Cross. As a follow-up, ask students to give a few important facts about the history and the purposes of the organization to the whole class.

-Have students, individually or in small groups, create word searches or crossword puzzles based on the names of firms and organizations in mid-Ohio which have international connections for the rest of the class to work.

AFS STATEMENT OF PURPOSE

"AFS volunteers and professional staff throughout the world are moving towards a goal of peace by stimulating an awareness of mankind's common humanity, a wider understanding of the diverse cultures of the world, and a concern for global issues confronting society. They acknowledge that peace is a dynamic concept threatened by social injustice and economic inequity both between and within nations.

In pursuit of this goal, the core of the AFS experience has been the promotion of relationships in which families, communities, groups and maturing young persons from different cultural backgrounds share new learning situations related to the purposes of AFS. In addition, through experience and experimentation AFS has developed and continues to encourage new models and opportunities for exchange that will be beneficial for the development of society.

Hosting an AFS student offers a unique chance for family members to know a young person from another culture. Through the give and take of family life, ties of friendship and love are formed. Families gain an increased awareness of their own heritage and background. New doors are opened and, together, participants gain a better understanding of themselves and the world.

The sponsorship of an AFS student in a community involves parents, students, school administrators and civic leaders in a unique adventure in international understanding. Through community groups called AFS Chapters, volunteers get to know a student from another culture, find host families, raise scholarship funds and select local students to study abroad.

Chapters band a community together in a positive statement about itself and the world. Volunteers share their community while learning about others. AFS students become a resource to civic and church groups, informing the public about life and customs in another society on a personal level.

Chapter members not only get to know AFS students, but also each other, and they discover that people interested in AFS are themselves interesting. Volunteers develop leadership skills while providing a service.

Beyond the dynamics of family living, the presence of an AFS student adds an international and intercultural dimension to the classroom and school activities. A different perspective on education and society, as well as a new set of assumptions and ideas, provide the basis for interesting class discussions. AFS students highlight life in another country, and many AFS scholars, being fluent in two or more languages, are valuable in both English and foreign language classes.

AFS students often speak in elementary school as well as high school assemblies. Most AFS schools form AFS or International Relations Clubs which provide American students with opportunities to expand their knowledge of other countries and cultures, and often serve to spur their own interest in Domestic Program or Americans Abroad participation.

There Are Five AFS Programs

The Winter Program – bringing students from abroad to the U.S. for a full year.

The Americans Abroad Programs – sending students from the U.S. to any of 53 nations for a summer or year.

The Domestic Programs – arranging exchanges within the U.S. for a summer or semester.

The Educators' Programs – arranging exchanges for teachers and school administrators between the U.S.S.R. or Poland and the U.S. for two-to-six months.

The Multi-National Program – interchanging students between nations other than the U.S. for a year.

AGREEMENT WITH HUBEI PROVINCE OF THE PEOPLE'S REPUBLIC OF CHINA

In accordance with the basic principles laid down in the Sino-U.S. Communique on the Establishment of Diplomatic Relations and with a view to enhancing the understanding and friendship between the Chinese and American peoples, Hubei Province of the People's Republic of China and [...] have decided to establish [...] relations of friendship. In accordance with the principles of equality and mutual benefit, the two parties will, on the basis of friendly relations, carry out multi-form and wide-range exchanges and cooperation in the cultural, educational, economic, commercial, scientific, technological and other fields, so as to promote the prosperity of Hubei Province and [...]. The two parties have agreed, through friendly consultation, on the following relevant matters:

1. The two parties agree to carry out cultural and educational exchanges through the exchange of professors, scholars and students, the mounting of exhibitions and other means. The local expenses of these exchanges shall be borne by the host party.

2. Acting on the principle of mutual benefit, [...] shall, at the desire of Hubei Province, encourage and urge the industrial and business interest groups [...] to help develop the economy of Hubei Province and its natural resources with the newest technology, and encourage them to make capital investments in some projects, wherever possible. The provincial government of Hubei Province shall welcome companies, enterprises, other economic groups or individuals to open joint ventures in Hubei Province together with China's economic groups in accordance with the Law of the People's Republic of China on Joint Ventures Using Chinese and Foreign Investment and with the approval of the departments concerned of the Chinese Government, and shall protect, according to law, the investments, reasonable profits and other legitimate rights and interests of its partners [...].

3. The items of exchanges and cooperation carried out according to the present Agreement shall be subject to the laws and decrees of the People's Republic of China and the United States of America, as well as those of Hubei Province and [...].

4. Hubei Province and [...] shall keep in touch with each other through methods agreed upon by the two parties in accordance with the needs of the work, so as to promote their economic cooperation and cultural exchanges.

5. The establishment and strengthening of the friendly relations between Hubei Province and [...] shall not prejudice either party's economic, cultural, science and technological cooperation and exchanges with other countries or with other regions of the other party.

The present Agreement shall come into effect on the day of signature.

Done in Wuhan on October 31, 1979, in duplicate in the Chinese and English languages, both texts being equally authentic.

Chen Pixian
Chairman of the Revolutionary
Committee of Hubei Province
of the People's Republic of China

[
...
]

Rockwell International

In spite of the difficult business conditions in 1975, Rockwell International had a good year.

Although earnings for the year did not match last year's record performance, fourth quarter earnings were above the 1974 fourth period, and earnings for the second half were appreciably higher than the first half. In addition, the company's debt was cut by more than $300 million during the year, resulting in a strong year-end financial position.

Earnings for the fiscal year ended September 30, 1975 declined 22 per cent to $101.6 million, equal to $2.96 per share, from a record $130.3 million, or $4.14 per share, a year earlier.

Sales were a record $4.9 billion, up 12 per cent from fiscal 1974's $4.4 billion. Excluding Admiral, acquired in April 1974, fiscal 1975 sales would have been $4.4 billion, compared with $4.1 billion for the preceding year.

Aerospace activities and the company's businesses supplying components for off-highway vehicles, telecommunications, avionics equipment and utility products performed substantially better than in the prior year.

Losses incurred by consumer products, printing and textile equipment, business jet aircraft and certain international operations accounted for much of the decline in fiscal 1975 earnings. Other factors contributing to the earnings drop were increased interest costs, a higher effective tax rate and foreign currency translation losses.

Dividends

The Board of Directors continued the 50 cent quarterly dividend on the common stock. The dividend distributed on September 8, 1975 represented the 87th consecutive quarterly dividend paid on common stock by the company. Rockwell has paid dividends in every year but one since 1937 and continuously for the last 28 years.

Review of Operations

Automotive Operations was again the leading contributor to corporate earnings. Sales of components for vehicles used in heavy construction, mining, energy-related and military markets were strong and helped offset weaker demand for components for trucks, trailers and automobiles.

Automotive Operations maintained good profit performance by concentrating on those markets that remained strong.

Electronics Operations' sales were higher in fiscal 1975. Profits increased in the rapidly expanding communications and government navigation sectors. However, overall Electronics Operations' profits were lower due principally to the depressed conditions in the consumer calculator market.

Aerospace Operations, the company's largest business, achieved significantly higher sales and earnings, due largely to continuing progress with the Air Force's B-1 strategic aircraft and the National Aeronautics and Space Administration's Space Shuttle programs. The B-1 is performing well in its flight test program, and the Space Shuttle, scheduled for its first orbital mission in 1979, is progressing from the engineering to the final assembly stage.

International activities in fiscal 1975 continued as one of the company's major growth areas. Exports and sales by foreign subsidiaries exceeded $1 billion for the first time, up 18 per cent from fiscal 1974.

Rockwell International is a financially sound company with strong management, excellent products and good markets, and we are confident the company will continue to make progress.

International activities, one of the major growth areas of the company's business, have increased significantly in the past five years.

In fiscal 1975 Rockwell's international sales totaled $1,044 million, up 18 per cent over fiscal 1974. This included exports of $388 million and sales by foreign subsidiaries of $656 million. International sales represented 21 per cent of total company sales. Employment at foreign subsidiaries totaled 23,000 at year-end.

In addition to the international sales reported above are sales by foreign affiliate companies in which Rockwell International owns between 20 per cent and 50 per cent. Their sales amounted to approximately $137 million. Other revenues from foreign business, primarily royalties, were $12 million.

Rockwell has approximately 100 foreign subsidiaries, affiliates and branches in 30 foreign countries. Among principal export markets were Canada, Japan, Mexico, Brazil, Netherlands, Venezuela, France and Germany.

Export activities are a vital factor in the overall growth of Rockwell, and to remain competitive in the world marketplace, management will continue to seek new opportunities. In strengthening its presence around the globe, Rockwell strengthens its position at home. The major thrust of Rockwell's foreign trade policy is to enlarge its share of world markets so as to increase the volume of its domestic production and to broaden the customer base.

Foreign Operations

Summarized financial information for consolidated foreign subsidiaries (exclusive of their investments in foreign affiliates) whose sales are substantially to other than consolidated companies, is presented below (in millions):

	Total Assets		Sales		Net Income	
	1975	1974	1975	1974	1975	1974
Canada	$135.7	$162.7	$298.9	$255.7	$ 9.2	$11.3
Europe	225.3	245.1	281.3	250.4	2.9	12.3
Other	75.3	70.0	75.6	55.9	4.5	4.3
Total	$436.3	$477.8	$655.8	$562.0	$16.6	$27.9

The Company's aggregate investment in foreign affiliates amounted to $43.4 million and $37.7 million at September 30, 1975 and 1974, respectively. The Company's equity in the net income of such affiliates, after appropriate provision for United States income taxes, amounted to $5.8 million and $7.5 million for 1975 and 1974, respectively.

Accounts of foreign subsidiaries and affiliates are translated into United States dollars as follows: current assets, current liabilities and long-term debt at year-end exchange rates; property and other noncurrent assets and liabilities at rates prevailing at dates of transactions; revenues and costs and expenses at average rates during the year except that depreciation and amortization charges are translated at exchange rates prevailing when the related assets were acquired. Net gains and losses arising from the translation of foreign currency long-term debt obligations are deferred and amortized by the interest method over the remaining life of the debt. On a country-by-country basis, other translation gains are deferred to the extent they exceed previously recorded losses and other translation losses are included currently in net income.

At September 30, 1975 and 1974, respectively, net deferred translation adjustments, which are included in Other Assets, amounted to $4.5 million and $1.7 million. Of these amounts $4.5 million and $3.9 million at September 30, 1975 and 1974, respectively, relate to translation of foreign currency long-term debt which is offset by other deferred translation gains. Foreign currency conversion and translation adjustments charged to income (including amortization of prior year's deferrals) amounted to $9.4 million and $3.4 million in 1975 and 1974, respectively.

Battelle

Columbus Laboratories

Battelle Memorial Institute was established in 1925. It is one of the world's leading not-for-profit research, development, and educational organizations.

Battelle, with headquarters in Columbus, Ohio, has four major research centers in the U. S. and Europe. Additionally, it has five sites for specialized research, as well as offices and correspondents in various cities in the United States, Europe, Latin America, and the Far East.

The purpose of this booklet is to familiarize you with Battelle's history, its facilities, and its capabilities. It describes Battelle's work for industrial companies and associations, and for government agencies, as well as its own programs of research, education, and industrial development. And it explains how Battelle—as a multi-national and multi-disciplinary organization—can help direct and speed the exchange of technology.

Some nations are highly industrialized; many others are just beginning to develop their natural resources and expand their world trade and commerce.

Both require—indeed depend on—scientific research.

There are, of course, many research facilities available to them. Some are government-operated. Some are associated with universities. Some, like Battelle, are independent research organizations.

Battelle works in the physical, life and the behavioral/social sciences. It is dedicated to meeting the challenges of today with a broad range of activities in research, education, and industrial development.

These activities extend from nuclear research to oceanography. From design of equipment for measuring gas sorption to processes for treating sewage. Development of new materials and industrial processes. Environmental studies. Programs and devices for improving health care. Support of education. Urban and area planning and studies on land use.

A few examples: For a group of metal-fabricating firms, Battelle researchers are seeking more effective methods of lubrication in metal rolling and drawing processes. For a government agency, Battelle is finding ways to recover and recycle solid waste. In cooperation with a sociological institute, Battelle did preliminary research on the feasibility of constructing a simulator to test economic and social policies for developing nations.

Battelle's work is oriented toward the practical and the results are products, materials, devices, and processes. But its ultimate objective, as expressed by Gordon Battelle, its founder, is to improve the quality of life—teams of scientists, engineers, economists, sociologists, and supporting specialists working together in the service of mankind.

Contract Research

Contract research, a major activity at Battelle, is the technique for providing research services to sponsors—industrial companies, government agencies, and associations. Battelle conducts as many as 3,000 different contract research projects a year.

The sponsors pay the cost of research time spent on their project plus the cost of materials and a proportionate share of the overhead.

In most cases, the research and any patents resulting from it are the property of the sponsor. Since the work done for the sponsor is confidential, results are not communicated by one Battelle center to another. However, if a sponsor desires, several Battelle laboratories may work on his project.

Much of Battelle's contract research stems from the idea of multidisciplinary teams that take the initiative in proposing studies to attain well-defined goals or solve specific problems. In developing such studies, they draw upon their knowledge of the needs of companies, industries, and government agencies. Many other studies, of course, result from organizations requesting Battelle's assistance on problems they have identified.

Contract research projects in the physical sciences are, in general, directed toward developing or perfecting new materials or processes. In the life sciences, the projects concern man's health and welfare and his environment. In the behavioral/social sciences, the projects relate to the larger problems of society—habitat, education, communications.

Laboratory Work . . . Pilot Plant . . . Technical Support . . .

For a South American country, Battelle is developing a continuous process for recovery of pure sulfur from sultur ores of volcanic origin found in the area.

A 10-ton-per-day pilot plant was designed on the basis of laboratory work done at a Battelle research center.

Special components for the pilot plant were fabricated under Battelle's supervision and evaluated for performance in Battelle's laboratory.

Battelle will provide technical support during installation and operation of the pilot plant.

Toward Better Housing . . .

Two large programs are illustrative of research directed toward better housing.

The first of these is to determine the feasibility of developing low-cost basic homes acceptable and affordable by low-income rural families in the United States. Experimental units will be designed on the basis of an assessment of the needs of these families and cost reductions will be sought through the development of design amenities appropriate to their needs and the use of new technology.

The program — involving the active participation of architects, planners, developers, builders, manufacturers, and suppliers — will culminate in the construction of up to 400 experimental housing units in the United States.

The other program, which is international in scope and is being supported by a group of companies, is designed to obtain an overall picture of systems building. The purpose of the research is to assess the potential of this relatively new building technique for the American construction industry.

In this study, researchers are seeking answers to a variety of questions. Why success with systems building varies from country to country? What factors influence the progress of systems building? And what circumstances make possible the success of systems building? The program will draw upon the expertise of Battelle people in both the United States and Europe.

Economic Development Planning . . .

Battelle is identifying and evaluating specific projects, policies, and development programs that will best meet Iran's economic and social needs.

The nation's resources are being analyzed to determine how they can be used to further extend economic growth. Investigations include: comparative advantages of each region of the country in agriculture and industry; the internal and external markets for products; the costs of transportation in each region; the cost of transportation and associated costs of selling products to markets.

The study is being conducted by a team of researchers from Battelle laboratories in Columbus, Frankfurt, Geneva, and Richland working in cooperation with researchers from Iran's Plan Organization.

Results of the research will be available to the Government of Iran as it formulates its next Five Year Plan.

Battelle-Sponsored Research and Education

In addition to the contract research performed for others, Battelle, using the income from its endowment, supports a substantial research and educational program. Such a program has been an important part of its activity since Battelle was established.

Like contract research, the Battelle-sponsored research and educational program aims to benefit man through science. But there is a difference. Battelle, itself, places emphasis on long-term problems — the population "explosion", for example, the plight of large cities, the economic development of countries.

The Academy for Contemporary Problems, which was initiated in 1971 by Battelle and The Ohio State University, reflects another facet of Battelle's support of innovative research and education. The Academy, located in Columbus, is exploring and developing improved strategies and institutional arrangements for resolving contemporary problems concerned, for example, with criminal justice, urban growth, and education

BORDEN INC. INTERNATIONAL

Borden's record sales and earnings in 1974 were built on corporate strengths and on management disciplines that will become even more important during the year ahead.

For the first time total sales exceeded $3 billion in 1974, and net income and earnings per share were at record levels. In view of performance, the Board of Directors voted in July to increase the quarterly dividend from 30 cents to 32½ cents a share — the first dividend increase since 1966.

The foundation for our record was a balanced mix of food and chemical products whose diversity is a basic strength of the corporation. All four Divisions reported increased operating income. The year just past was exceptionally difficult in the dairy and food business, with rising raw-product and other costs reducing margins. However, the demand for fertilizer and thermoplastics and outstanding performance by our international operations were the principal contributors to a record overall earnings improvement.

The International Division again achieved record sales and operating income in 1974. Sales increased to $559 million, up 32% from sales of $424 million in 1973. Operating income increased to nearly $42 million, 33% over the 1973 total.

All facets of the Division's operations contributed to this excellent growth. Chemical and food sales overseas showed a significant increase as a result of new plants and product lines added in 1973-74, combined with more aggressive market penetration in traditional markets. Domestic products exported to foreign markets — foods and chemicals — also enjoyed a marked improvement in sales over 1973 levels.

Latin America — Long range plans to more actively participate in the Latin American food industry, first implemented in 1973, continued in the past year. The Company's Brazilian food company, Adria, saw a strong demand for its products and additional production capacity for spaghetti, macaroni and noodles came on stream in 1974 with plans calling for further expansion in 1975. These products have become staples in the Brazilian diet and are competitive with more traditional items.

In Mexico, sales of milk, cheese and fruit juices held up well. Several new Borden food products are being considered for manufacture in Latin America, and these will be added to established distribution lines in 1975.

The Latin American chemical operations also achieved record sales in 1974. Alba, a Borden affiliate in Brazil, ran at capacity for products used in the housing, construction, and related industries.

The chemical operations in Mexico ran at full capacity, and even though certain raw material shortages developed, they finished the year with a substantial increase over the preceding year. In Nicaragua, a new formaldehyde plant came on stream, substantially improving Borden's position in the growing Central American market. The Colombian chemical operation expanded its markets by exporting to other countries in the Andean Pact economic bloc.

Latin American countries are seeking to improve their economic and trade imbalances by encouraging the production and consumption of domestic goods. The trend toward fewer imports may make these markets inaccessible and reduce exports of raw materials. As a result, Borden is continuing to review potential chemical and food projects in those countries where there are no Borden affiliates. Much of Borden's success in Latin America is

based on the fact that its food and chemical operations manufacture products that are not "luxury" items, but rather are necessities for developing countries attempting to improve their living standards.

Europe — The Common Market founders' hopes for political, economic, and monetary union took a step backward in 1974 as nations sought individual solutions to energy problems, inflation, and the problem of income gaps between and witnin national borders. European markets are still suffering from the effects of price controls and raw material shortages — notably energy. Despite these troubles, Borden Europe achieved record sales in 1974.

Borden's chemical affiliate in the United Kingdom again had an outstanding year, establishing itself as the market leader in the sale and use of urea-formaldehyde resin for foam insulation of houses. This is an important and expanding market in the current energy crisis. The growing market for packaging film encouraged the Division to make further investments by adding capacity in the U. K., France, and Norway.

Vrancaert, the Company's industrial bakery in Belgium, has captured the major share of its markets, and sales growth has been exceptional. The Weber bakery in West Germany achieved record sales of its famous Christmas "Stollen." During the year production facilities for bread were opened in Saarbrucken and Kassel.

In Spain, Borden's affiliate, Gallina Blanca, increased its sales in soups and bouillon. The Spanish bakery operations continue to grow and are introducing new products based upon Borden's worldwide experience in this field.

Asia — Sales of chemicals in Australia and The Philippines broke previous records established in 1973.

In Penang, Malaysia, operations began at a new multi-million-dollar industrial resin plant. This operation will supply the important woodworking industries of Malaysia and Indonesia, as well as other areas in Southeast Asia.

Borden had an active year in Japan. Sales of Lady Borden premium grade ice cream in Japan were excellent, and the outlook for 1975 is very good. In partnership with Meiji Milk Products Co., Ltd., Borden cheese lines, which were introduced last year, continued to sell well and distribution channels were expanded throughout the country. The first and primary emphasis has been with individual slices. Despite heavy competition, the future for Borden brand cheeses looks very bright.

In partnership with Hitachi Chemical Co., Ltd., Borden International launched a new plant in Shimodate, Japan, for the manufacture of Resinite packaging film. The main outlets for this product are supermarkets, and Resinite is now positioned to grow with this industry in Japan. Initial sales have been most satisfactory.

A mark of Borden's acceptance in Japan is the fact that in September it became one of only 14 foreign companies to be approved for listing its common stock for trading on the Tokyo Stock Exchange.

Export — Export sales from the United States represented a considerable increase over the records previously established in 1973. All product groups were involved — branded consumer food and chemical household products for both commercial and military channels, industrial chemicals, petrochemicals, fertilizers, wallcoverings, and can testing and fabricating equipment.

In order to increase direct involvement in this important market, sales offices were opened or expanded during the year in Beirut, Lebanon; Guatemala City, Guatemala, and Manila, The Philippines.

THE OHIO STATE UNIVERSITY

SLAVIC AND EAST EUROPEAN PROGRAM

Just ten years ago, in 1963, even before a formal plan for the development of International Studies was adopted by the University, highest priority was given to the establishment of a comprehensive program of excellence in Slavic and East European Studies. This program is now recognized as one of the ten best programs in this field in the United States.

In 1967, when the Six-Year Master Plan for International Programs was adopted, there were 19 faculty members from eight departments associated with the Slavic and East European Program. There are now 40 faculty members from 16 departments associated with the Program, of which 29 from eight departments contribute 50% or more of their time to the Slavic and East European Program. We also have three additional faculty members who are qualified in the Slavic and East European field, but who do not offer courses which contribute directly to the program.

A major function of Slavic and East European Program is to bring to this campus recognized scholars and other public figures with a reputation in the Slavic and East European field so that our students and faculty might have an opportunity to take advantage of the special expertise these scholars bring with them. A particular effort is made to invite those individuals who can approach subjects from an interdisciplinary point of view. Noteworthy speakers during 1972-73 were the following:

Geoffrey Braithwaite, Senior Modern Language Producer, School Broadcasting Department, (Radio), BBC, London, "Language Teaching at the BBC: Russian and French Via the Media" - 10/5/72

Nikolai Loginov, Press Counselor, Permanent Mission of the USSR to the UN, "Soviet Foreign Policy and President Nixon's Visit to Moscow" - 11/15/72

Richard Rockingham-Gill, Consultant on Soviet Affairs to Radio Free Europe, Munich, "The Soviet Position on Armament Reduction and European Security" - 4/16/73

Ivan Crkvencic, University of Zagreb and Kent State University, "Effects of Emigration from Yugoslavia and the Problem of Returning Emigrant Workers" - 5/4/73

Karol Estreicher, Jagellonian University, Krakow, "Krakow in the Time of Copernicus" - 5/23/73

Olga Nedelijkovic, Yugoslavia, "Palstals in South Slavic Languages" - 6/21/73

The Program also sponsored two symposia, one on Baltic Literature and the other on the Population Crisis in the Soviet Union. Plans are now under way to publish the papers in book form as soon as possible.

As the largest, and really the only full-fledged graduate program in Slavic and East European Studies in the state of Ohio, we are called upon to provide leadership within the state at many levels, from the training of language teachers to the development of interdisciplinary, inter-collegiate cooperative programs, as well as programs of interest to the business and industrial community. Two years ago, the Center organized the Ohio Slavic and East European Conference, open to all involved in teaching Slavic and East European subjects on any level: secondary school, the two-year college, four-year college, and the university. Two meetings were held in 1971-72, and two meetings were also held in 1972-73, the first in conjunction with the Midwest Slavic Conference meeting at Bowling Green in October of 1972, and the second in Columbus at the time of the AATSEEL and OMLTA meetings in early May of 1973.

Under the editorship of Professor Ronald Smith of the Department of Slavic Languages, the Center printed and distributed five issues of the Ohio Slavic and East European Newsletter (OSEEN) to all members of OSEEC, and to all faculty and graduate students working in this area at Ohio State.

During the Spring Quarter of 1973, two study tours to the Soviet Union took place. The one for Russian Language Training was headed by Professor Ronald Smith, and the other in Psychology and Psychiatry by Professor Samuel Corson.

The University continues to support the American Association for the Advancement of Slavic Studies by releasing a faculty member 50% time to be Executive Secretary, by furnishing salaries for the Editor of the Newsletter and some clerical help, and by giving office and storage space for the AAASS Headquarters and the 20-man staff of the Current Digest of the Soviet Press. The University also contributed space, some financial support, and some released time for two faculty members, Professors Kenneth E. Naylor and James Scanlan, involved in the production of the American Bibliography of Slavic and East European Studies for the 1967, 1968-69, and the 1970-72 volumes.

THE OHIO STATE UNIVERSITY

College of Agriculture

The general purpose of The Ohio State University/USAID program of assistance for the State of Punjab and the Punjab Agricultural University is set forth in the contract document as follows:

".....The Ohio State University ....will assist the State of the Punjab, India, in the establishment of the Punjab Agricultural University, an institution to serve agriculture and the rural economy of the State through the expansion of knowledge and diffusion of it among the people. The Contractor (The Ohio State University) will assist the State and the University in developing policies, plans and programs and will advise on the organization, administration and operation of the University; on the development of resident instruction, extension and research programs on ways and means by which the sons and daughters of rural people and others may be provided opportunities for training in modern agriculture; and on the planning, construction and maintenance of physical facilities and equipment of the University and associated undertakings."

The project purpose as given above for the Punjab has also been applicable to the State of Haryana and the Haryana Agricultural University since 1970.

Under the broad agreement between USAID and the Government of India, the specific intention of the Agricultural University development program was to assist in the development of State agricultural universities along the pattern of the Land Grant Institutions of the United States.

As with the previous regional program, the program by The Ohio State University with PAU consisted of three parts: (1) Assigning of individual OSU faculty members to the Punjab Agricultural University for periods varying from a few weeks to two or more years. (2) Programming, supervising, and financing both advanced academic and special training of Punjab Agricultural University faculty at OSU and other U. S. institutions in accordance with developmental needs of the Punjab Agricultural University, and (3) purchasing and shipping to the Punjab Agricultural University library materials, laboratory equipment and other supplies and materials not available in India, but needed for the development of the University.

OSU FACULTY ASSIGNED TO PAU AND HAU

The assignment of OSU faculty to India was the first and basic part of the program. Careful study was made by the Indian leaders, The Ohio State University administrators, and the AID/Mission to arrive at the critical areas in which OSU specialists were needed. As the program progressed the additional

needs became evident and new OSU faculty were added.

In the early years of the program, OSU specialists were assigned for long terms (more than one year). As the program matured at the Punjab Agricultural University, more short term OSU faculty were programmed. It was definitely most important when a department was started that the OSU faculty advisor was needed for a longer period in order not only to help with the planning, but to work along side the Indian staff to develop new courses, new research projects and extension programs.

The total number of assignments or terms of duty of OSU Faculty was 63 including 37 long term (1 to 2 years) and 26 short term (less than one year).

INDIAN FACULTY TRAINED IN THE U.S.

The advanced training of Indian Faculty was one of the most important parts of the program.

The Ohio State University programmed the training of the Indian faculty members in the United States, monitored and managed the program and paid the expenses. The OSU coordinator and faculty experienced in India could do this programming especially well because they were well acquainted with the Indian University needs. The training was tailored to the needs of PAU or HAU or other institutions.

A total of 106 Indians from Punjab, Haryana, and Himachal Pradesh received training in the United States on the OSU Regional and University programs from 1955-73.

STUDENT, FACULTY AND FARMER EXCHANGE

Ohio State University continues to have a number of advanced Indian students from the Punjab Agricultural University and Haryana Agricultural University. It is hoped that student exchange programs can continue. However, in most cases Indian students will need to have financial support. Likewise, it is hoped that faculty exchange can take place between OSU and the Indian Universities.

A farmers' exchange program between Ohio and Punjab/Haryana was started in 1971. This was another program originating from the relationships which had developed as a result of the OSU/AID Contract program. During July and August of 1971, thirteen Indian farmers from Punjab and Haryana States, were hosted by some 35 Ohio farm families. In 1972 again 6 Indian farmers were hosted by about 15 Ohio farm families. It is expected that some Ohio farmers will pay return visits to Punjab and Haryana. This program is self-financing and was not a part of the OSU/AID contract program. It has considerable educational and international relations value.

UNITED NATIONS ASSOCIATION

UNA-USA: WHAT WE ARE

• **UNA** is a private, non-profit, non-partisan organization dedicated to broadening public knowledge about the United Nations and its far-reaching activities. We seek to stimulate public opinion in support of constructive US policies in the UN and to develop new ideas on how to make the UN a more effective instrument for dealing with global problems.

• **UNA** is the sponsor of research projects on major international issues through its National Policy Panels.

• **UNA** is the official coordinating body for the National UN Day program, working with a National UN Day Chairman appointed by the President of the United States, together with governors and mayors in nearly 2,000 communities.

• **UNA** is a nationwide network of 200 local Chapters and Divisions and over 150 cooperating national organizations.

UNA is supported entirely by membership dues, contributions from individuals, foundations, business and labor organizations and by income from its publications, conferences and special events.

UNA-USA: WHY WE ARE

• **UNA** believes that all the world's peoples share the same needs—for food and shelter, for peace and security, for freedom and dignity—and that the United Nations offers the best opportunity for achieving them.

• **UNA** believes that every American is affected by world events, that any event in one part of the world can have consequences in another.

• **UNA** believes that the United States must again take the lead in making the UN a stronger instrument for dealing with today's global needs.

HOW WE WORK

• **UNA CHAPTERS AND DIVISIONS:** Individual UNA members, brought together through local branches in communities across the country, are at the center of UNA's grass-roots activities. Our Chapters are the source of information for elected officials and the local media; the sponsors of Model UN's and other local programs for students and adults; the catalyst for coalitions with other civic, religious and service organizations; the distributing agents for UN and UNA publications. Many Chapters also maintain information and gift centers.

• **THE COUNCIL OF ORGANIZATIONS:** More than 150 national organizations which devote part of their programs to the United Nations. The Council is the link between UNA and the millions of individual members of these national organizations. It includes a wide range of groups such as the League of Women Voters, the National Education Association and the AFL-CIO. The Council has two "working arms": the *Conference of UN Representatives* in New York consists of UN observers appointed by UNA's affiliated organizations; the *Council of Washington Representatives on the UN* is composed of Washington-based organizations with a special interest in the United Nations. From time to time *ad hoc* committees are established by these groups to deal with specific issues.

• **COMMUNITY ACTION** is at the heart of everything UNA does to build informed and intelligent public opinion. UNA Chapters and other local groups work together to bring information about international developments to the community. They develop programs on themes of mutual interest and engage in joint efforts to keep elected officials aware of their interest in specific issues affecting the UN. They join forces for the observance of United Nations Day, October 24th, the focal point for UNA's year-round programming.

WHAT WE DO

UNA's varied programs and activities focus public awareness on issues of worldwide concern . . . develop citizen involvement in foreign policy-making . . . and encourage Americans to realize that in an age of global interdependence the only solutions to our problems at home are solutions involving the world.

• **NATIONAL POLICY PANEL REPORTS** are both practical and long-range recommendations by independent panels of prominent experts on specific issues facing the US and the UN. These reports have helped shape official US policy and influenced UN action in a wide range of areas from US-China relations to space communications. UNA's environmental panel, working with a similar panel in the Soviet Union, developed the basis for formal governmental agreements and exchanges between the two countries. Similar discussions on disarmament led to breakthroughs which later facilitated official negotiations. Another UNA panel, meeting with leaders of Japanese business, government and academic communities deals with problems of mutual interest. Community groups throughout the country use the reports as the basis for discussion and recommendations to their Congressmen.

• **THE NATIONAL UN DAY PROGRAM** is the observance on October 24th of the anniversary of the United Nations. In the United States the event is commemorated in communities in all 50 states under the leadership of a National UN Day Chairman who is appointed by the President of the United States, and a National UN Day Committee of more than 1,000 business and labor leaders. The nationwide observance is inaugurated in the spring when members of the Committee and their guests gather in New York for UNA's "Business and Labor Come to the UN" dinner. As diverse as the United States itself, the observance includes everything from town meetings, debates and Model UN's to special exhibits and official ceremonies. UNA is the administrator of the observance and develops programs and guides activities at the community, state and national levels. Special educational materials are prepared every year for UN Day.

• **THE INTER DEPENDENT** is a lively monthly newspaper offering a concise wrap-up of global issues in an easy-to-read format. It includes coverage of all the complex issues that link American interests with the rest of the world—energy, food, women's rights, peacekeeping, trade. There are glimpses behind recent headlines and explanations of developments that have only been touched on elsewhere, with special emphasis on US foreign policy and the role of the United Nations. *The Inter Dependent* goes to all UNA members, to top US and UN officials and to an increasing number of libraries and schools across the country.

• **UNA'S WASHINGTON OFFICE** follows developments in the nation's capital which affect US policy toward the United Nations and other international organizations. This information is included in *The Inter Dependent*, in special research studies, information memoranda and other UNA publications. The Washington office cooperates with the Executive Branch and with the Congress in providing background information on UN issues. The Washington program is assisted by an active and influential Chapter of some 2,000 members and UNA's Council of Washington Representatives.

• **CENTER FOR INTERNATIONAL ENVIRONMENT INFORMATION** was established in cooperation with the United Nations Environment Program to increase public understanding in the United States and Canada of global environmental issues. Drawing on its own network of correspondents around the world, the Center provides information to subscribers on international environmental problems. At the core of the Center's program is a newsletter, *World Environment Report*, published every other week.

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4-H INTERNATIONAL PROGRAMS

international farm youth exchange

As an IFYE delegate you will spend six months in one of 35 cooperating host countries, living with farm families, sharing experiences with students, or aiding agricultural settlements. You learn by doing—working, living, teaching, playing along side your hosts. You share ideas of 4-H to strengthen their rural youth clubs. While observing their way of life, you will also be telling them about your country. Through the common bonds of 4-H you better understand the customs, traditions, expectations and hopes of your hosts. And, you will share these experiences with others on your return.

IFYE is 4-H's pioneer international exchange. Since 1948, more than 4,000 young people from 69 countries and the United States have participated. To be a delegate you must be between 20 and 30 years of age, have at least a high school education, experience in 4-H or similar youth programs, be single and in good health.

Applications are endorsed by your County 4-H Office. State nominations are confirmed and host country assignments made by the National 4-H Club Foundation. The first $1,000 for each two-way exchange is provided by the state 4-H program, with the remaining two-thirds of the scholarship developed through the National 4-H Sponsors Council.

Delegate departures are scheduled each April, June and September, depending upon the location of your host country. Your counterpart exchangee will probably be in the U.S. from May through October.

for those at home

Those of you at home will have an important role in 4-H international exchanges, too. You may become one of the hundreds of host families who accept exchangees into their homes through IFYE and the 4-H Teen Caravan each year. Through your exchangee, you learn about his homeland and its people. You are his teacher of American life. Rural and urban families alike are exchangee hosts, giving the visitors a broad view of our country. Apply through your County 4-H Office.

4-H teen caravan

Now older 4-H members (from 17 to 19 years) may take part in a 4-H international exchange. Each June you may join a 4-H Teen Caravan to Europe or Latin America for an exciting eight weeks.

First, there will be a six-week visit with your host family, probably having young people your own age. They will help you to learn their language, see how they live, know their neighbors and friends, and better understand their country. In turn, you will tell them about your family, school, 4-H Club and community.

Then you will join other 4-H Caravaners for a fascinating ten-day tour of major points of interest in lands neighboring your host country. You will arrive home in time for the fall school semester with countless experiences to share with 4-H'ers and others.

The 4-H Teen Caravan is usually financed by the participants themselves. The cost is about $1,600 per person. To be a Caravaner you must be in good health, study the language of your host country, be interested in international affairs, and have the qualities of an "ambassador of good will." Your application must be approved by your parents, local 4-H Club leader, County Extension 4-H Office, and the State 4-H International Programs Leader. Final selection and country assignments are made by the National 4-H Club Foundation.

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COLUMBUS AREA

INTERNATIONAL PROGRAM

THE COLUMBUS AREA INTERNATIONAL PROGRAM

The Columbus Area International Program (CAIP) annually brings to Columbus, from over the world, a group of young people made up of social workers, youth workers, special teachers and health workers who come to the United States to take part in a four month work-study program. Its purpose is to make a tangible contribution toward international understanding by giving professional people engaged in health, education and welfare services an opportunity to work with American professionals in these fields.

To achieve these objectives, the Columbus Area International Program provides for classes and lectures at the Ohio State University School of Social Work, followed by unsalaried field placement with local health, educational and welfare agencies.

Twenty-two (22) participants were in Columbus for the 1973 program from May through August. Nine of the group remained to continue their work with the agencies for a full year as part of the Extended Program.

HOST FAMILY LIVING

Altogether 77 Columbus families shared their homes during the 1973 program. The excitement of close association with someone from another country is a rewarding experience for members of the host families. Americans tend to see themselves in a different light after sharing viewpoints with the visitor. Bridging a gap from person to person and group to group through the CIP in a way is bridging a gap from nation to nation and a step toward international understanding. Finding, selecting and welcoming host families and then assigning participants taking part in the Columbus program is a task of the housing committee.

With the completion of its fourth year the Columbus area program has made possible the participation of 95 young professionals from 47 countries in East and West Europe, the Near East, Asia, Africa and South America. During these four years 38 agencies in Columbus have cooperated in the work program, and 212 families have shared their homes with participants.

International programs are not new, however, CIP is the largest exchange program in which the U.S. Department of State is involved. The program is unique because the participants are adult practitioners who come to this country to work, study and learn about their professions in a close association with American professionals. They are intensely interested in America and each other's cultures.

In addition to Columbus, programs are conducted simultaneously in Chicago, Cleveland, Philadelphia, Minneapolis-St. Paul, Louisville, Richmond, Kalamazoo and Morgantown. In 1973 new programs began in Atlanta, Tallahassee and Baltimore.

Although CIP participants learn about America and the American people by attending classes and working professionally in an agency, a great deal of learning takes place in the homes of the host families. Close friendships are made and attitudes are changed. A participant lives with a family for one month, then moves on to another. By the end of a four-month stay, a participant will have become closely involved with four different families. He will have been exposed to a cross-section of American home life. Marriage, child-rearing, food and home-making are observed in day-to-day living. It is difficult for barriers to exist when people live together.

A good command of the English language is required of the foreign visitors in order for them to obtain the most from the classes and lectures, and to work effectively with the agencies.

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CENTRAL OHIO COUNCIL for INTERNATIONAL VISITORS

Each year thousands of visitors come to the United States, in groups or as individual travelers, observing and reacting to this country and its inhabitants about whom they have read or heard so much. For many, the impressions they receive during this visit will be their sole and lasting memory of our country. What these visitors glean from their experiences here will be conveyed to their compatriots at home in a variety of subtle ways which may in turn affect their nations' attitudes toward the United States and any international activity in which it engages.

As they travel across the land, visitors meet many citizen volunteers who are the driving force in programs that provide opportunities for serious visitors to gain a full and fair view of the American scene.

Visitors will form their own opinions of us. But hopefully the misconceptions they bring with them on arrival will in some measure be offset by the realities they find here. Helping visitors understand these often bewildering realities is a goal toward which COSERV volunteers strive. For it is on the basis of such understanding that we base our hopes for a more stable world society.

PERSON TO PERSON

Every year international exchange and training programs bring thousands of sponsored visitors to our shores who travel for short stays to communities large and small throughout the United States.

Americans who have the opportunity to welcome these visitors into their communities and into their homes have learned that such personal contacts not only enrich their own lives but also help reduce prejudice and misunderstanding.

NATION TO NATION

Is there a better road to peace among nations than understanding among people?

Our short-term international exchange and training programs, through their educational and directly personal impact, are a lifeline to the future for a world that is emerging from the shadows of the past.

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SPONSORED SHORT TERM VISITORS

Who Are They?

They are *special* people.

Some have great potential for leadership and communication in their own countries and will take back new ideas, information and techniques they learned here.

Others may already have achieved distinguished status or technical competence at home and are willing to share their wisdom and experience with us through visits here.

They may come from any walk in life, from any profession, trade or occupation, and from any economic, social or cultural background.

Who Sponsors Them?

The United States Government sponsors many visitors—our Department of State conducts educational and cultural exchange programs; and our Agency for International Development and Department of Defense have extensive training programs for persons from abroad.

Other sponsors may be private U.S. organizations, foreign governments, international agencies, or a combination of any of these.

Sponsorship may mean full financial support, partial support, or assistance solely on travel or program arrangements with no financial aid at all.

Why Are They Sponsored?

The sponsor is usually interested not only in offering opportunities to particular individuals who can share their knowledge with others, but also in promoting every possibility for better understanding between the visitor's country and the United States through personal exchanges between peoples of both countries.

INTERNATIONAL ASSOCIATION OF STUDENTS IN ECONOMICS AND BUSINESS MANAGEMENT

What is AIESEC?

AIESEC (pronounced "eye-sec") is the Association Internationale des Etudiants en Sciences Economiques et Commerciales.

AIESEC is an international *student-managed* organization with national headquarters in New York City and local committees on 67 campuses throughout the United States. AIESEC seeks to identify and train, through international management experience, a select group of economics and business students with outstanding leadership potential in 55 countries. The independent, non-profit, non-political nature of AIESEC makes it unique among student organizations anywhere in the world.

For the past 28 years, AIESEC has provided meaningful work experiences for over 75,000 students including 6,200 Americans. In addition, AIESEC has initiated business seminars, panel discussions, career planning meetings, and industrial work/study tours in various economic environments designed to compliment theoretical classroom training. Our success lies in the interaction of students, academicians, and business leaders promoting international management skills and knowledge.

WHY SHOULD YOU PARTICIPATE IN AIESEC?

Some of the benefits most often mentioned by our business supporters are:

- a source of highly motivated young managerial talent for temporary project work or seasonal workloads;
- access to a select corps of internationally trained young managers, of both U.S. and foreign nationality, for possible recruitment;
- better relations for your company with the community and leading students on U.S. and foreign campuses by means of direct personal contact and favorable word-of-mouth advertising;
- a healthier, more knowledgeable attitude toward international business on the part of tomorrow's industry and government leaders, both in the U.S. and abroad;
- international exchange of management techniques and philosophies;
- an internal morale booster for your employees who enjoy exposure to young people from other countries.

AIESEC PROGRAMS

Intern Exchange Program

Each year, AIESEC students in 55 countries raise jobs for foreign students ranging from two to eighteen months in duration. Jobs offered include:

An in-depth exposure to a particular department by taking part in the regular work flow.

A special research project allowing for creativity and individual initiative.

An overview of the firm by rotation through several departments.

A position in the company's regular training program.

Your participation in the exchange allows a local student to apply for an internship at a firm in a foreign country. Company and student applications complete with descriptive data and personal statements are computer matched and hand-verified at the international AIESEC Congress held in March of each year.

Companies accepting the AIESEC student nominated to them pay the individual a working stipend of $125-$175 per week net of taxes. Companies are also required to pay a $400 Administrative Fee to AIESEC which defers the cost of obtaining a foreign student. For universities, state and local governments, and non-profit institutions, a fee of $200 will be charged. In return, AIESEC handles all matters relating to visas, transportation, insurance and housing and provides a social and cultural reception program.

Leadership Development Program / Executive Envoy Program

The Leadership Development Program enables students from developing countries to have the opportunity to learn new management techniques through their internships in the United States and also to learn more about AIESEC management. After business hours, interns receive training from AIESEC so that, upon returning to their home countries, they can improve the AIESEC programs there. American AIESEC students develop AIESEC abroad in a similar fashion in the Executive Envoy Program. Companies usually pay a portion of the intern's travel costs.

Local Student/Business Programs

Throughout the academic year, AIESEC sponsors campus activities for its members and students at-large to increase the interaction between business people and college and university members.

Business Seminars and Panel Discussions focus on an issue of concern to all participants and draw from the student, academic, and business sectors. Seminars that are held on a common theme in many cities are summarized by the National Committee. Findings are distributed to any interested individuals.

Career Planning Meetings allow business representatives to present their companies and industries to American students on campus and to meet potential employees. Tours of local firms and informal get-togethers on campus also provide first hand knowledge of business operations.

The Seminar Study and Training Program (SSTP) in selected U.S. cities combines weekly discussions with the Intern Exchange. Individual and group papers are written by the student participants in this program.

Lesson Seven: ATTITUDES TOWARD FOREIGN INVESTMENT -- HOW IMAGES AND INFORMATION AFFECT OUR DECISIONS

Duration: Four or five class periods.

Purpose: To show students how images of "foreigners" affect the way people react to international activities and policies.

Objective: Students will infer their own stereotypes about other peoples and those of their parents from a survey of attitudes. They will compare these reactions with those of Ohio workers involved in a foreign investment situation. Finally, they will compare the reactions of Ohio workers with those of a Japanese firm in a similar situation.

Background Information for Teachers:

The goals of a group affect its international activity. However, many activities may achieve a given goal. A business firm can make profits by making its products locally and selling them abroad (exporting) or by making as well as selling them abroad (foreign investment). It can locate a factory in any number of places and still "maximize" profits. What a group decides to do internationally, therefore, may often reflect the attitudes and knowledge of people in the group as well as the goals of the group.

Information about other peoples and countries, or the lack of it, can profoundly affect our attitudes about international activities. Despite our indirect involvement in the global community, most of us have little knowledge about other cultures or conditions in other countries. As a result, when forced to make decisions about "international activities," we often must rely on stereotypes rather than good information.

Stereotypes themselves need not be all bad. A stereotypic image of Asians may see them as "exotic" or "interesting" people, a favorable even if stereotypic image. Asians may also be seen as "cunning" or even "devious," an unfavorable as well as stereotypic image. These stereotypes may or may not be useful in making a good decision about international activity. Stereotypes can be useful if they capture a general element of truth. Picturing Japanese workers as highly commited to their corporations is a stereotype. It is also generally true. So, in the absence of better information about the workers in question, it may be a useful stereotype.

Our stereotypes and our information about the world come from a number of sources. Most of us learn these attitudes from our parents and our peers. School and the media (eg, newspapers, magazines, television, books) can be important sources of additional information about the world. They can also be sources of attitudes. But they usually do not change basic attitudes learned from parents and friends. Attitudes more often do change as a result of personal experience. People who have had more experience with foreigners usually have less stereotyped images of them.

They are also more likely to see the similarities between other cultures and our own.

There is also likely to be a similarity between our stereotypes of other peoples and our attitudes about international activity. People who see foreigners as threatening are more likely to feel that such international activities as foreign investment are threatening. People who see themselves as part of a community of mankind are more likely to see activities such as this as a glue that binds the world together. Historically there has even been a relationship between a person's political ideas and attitudes toward international activity. People who think of themselves as "liberal" have also been more likely to look favorably on international activities.

This lesson provides students with an opportunity to explore their own international stereotypes and those of their parents. It shows how these images can affect evaluations of a particular international activity -- local investments by foreign corporations. Finally, it shows how differences in the background and roles of people can affect their attitudes toward an issue like this. While the survey of parents and subsequent activities (Steps 4-6) are core parts of this lesson, the objectives can be met without these steps if necessary.

Materials: Copies of the following articles for projecting or handing out: (1) "Copperweld Suit Begins in Court," (2) "Imetal Takeover Case Continues," (3) "To the Barricades," (4) "Rothschild Calls Copperweld U.S. Investment Choice," (5) "Suit Against Imetal Deal is Dismissed," (6) "GM Discovered Trust Came Slowly, Warily At Its Isuzu Affiliate." One copy of the "Survey of Attitudes Toward Foreign Investment" for each student.

Strategies:

OPENING THE LESSON

Step 1: Announce to the class that you are considering taking a leave of absence for personal reasons. At your insistence, the students will have some say in who replaces you. Since they are doing global studies, you have asked the schoolboard for someone from another country. They have sent three names. All you know is that one is from London, England, one is from Frankfurt, Germany, and one is from Tokyo, Japan.

Have students write their choice of a teacher on a piece of paper along with the reason why. (Have someone tabulate the results during the discussion.)

When the votes are collected, ask students whom they chose and why. Reasons are likely to be sketchy, but based on stereotypes about these nationalities. For example, Japanese are exotic, Germans are tough disciplinarians, English speak

English well. Students should see their reasons as stereotypes that may or may not be the case. The Japanese teacher may have spent years in the United States and not be at all "exotic." The English teacher may speak with an accent worse than the others. Not all Germans are rough disciplinarians. Stress the importance of information in making decisions like these, and how images or stereotypes like this usually take over when we do not have a lot of information. Note that stereotypes can be favorable or unfavorable. They may even be generally true. You might want to explore the stereotypes the students have of other people within Columbus.

DEVELOPING THE LESSON

Step 2: People often let stereotypes affect their judgments about international activities. We don't have or haven't tried to get information we need to make better decisions. An example is the reaction of people to investments by foreign companies in the community.

Hand out copies of the Survey of Attitudes Toward Foreign Investment. Have students answer questions 1 through 4 on a separate sheet of paper.

Step 3: When they have finished, have students read the articles: (1) Copperweld Suit Begins in Court, (2) Imetal Takeover Case Continues, and (3) To the Barricades. Then discuss the following questions:

1. What were the reactions of the Ohio workers to the prospect of having a French firm buy their company?
2. Were there any stereotypes underlying this reaction and what were they? (For example, foreigners are uncommited to the local community or untrustworthy so they are likely to shut down the plant.)
3. Were the reactions and stereotypes of these workers similar to or different from your own answers to the survey? What were the differences and similarities and why do you think there were these differences and similarities?

Step 4: As a homework assignment, have students interview one of their parents or some other adult (e.g., a neighbor, relative, etc.), using the full Survey of Attitudes Toward Foreign Investment. The surveys should be kept anonymous even if you wish to keep track of who does or does not complete the assignment.

Step 5: Divide the class into four groups. Assign one part of the survey to each group as described below. Have students divide their surveys and give the parts to the appropriate groups:

Group I: Part I- Attitudes Toward Investment in Existing Companies

Group II: Part II- General Attitudes Toward Non-Local Investment

Group III: Part III- Attitudes Toward International Involvement and Political Orientation

Group IV: Part IV- Experience with Others and Occupation

Have each group prepare a report on the results for their part of the survey. They might prepare charts or graphs. The reports should include a description of the answers given, and, for Parts III and IV, a judgment about whether differences among the parents explain differences in their attitudes. That is, do people who say that foreign investment would be "mostly good" appear to be different from people who say it would be "mostly bad?"

Step 6: Have students give their group reports in class and discuss the major points. You might use the following questions:

1. Were the attitudes of the people you interviewed consistent? That is, did it matter if the "foreign" investor was an Ohio firm, a French firm, or a New York firm? If they were inconsistent, how do you explain this? What is the difference among the three examples?
2. Were the attitudes toward international activity generally consistent with attitudes toward foreign investment? If not, why not? Are there some underlying attitudes toward other people that unfavorable responses reflect? What about attitudes underlying favorable responses?
3. Did people with different experiences also seem to have different attitudes? Which people were most likely to feel that investment by the French firm was "mostly good?" What images do you think are the basis for the difference?
4. Where do you think most people get their attitudes about the world? Where do you get most of your attitudes?

Step 7: Have students read the subsequent articles about the Imetal case: (4) Rothschild Calls Copperweld U.S. Investment Choice, and (5) Suit Against Imetal Deal is Dismissed. Discuss whether, based on these events and this testimony, the stereotypes of the workers were probably correct or not.

CONCLUDING THE LESSON

Step 8: Have students read the article "GM Discovered Trust Came Slowly, Warily At Its Isuzu Affiliate." Compare the actions and stereotypes of the Japanese with those of the Ohioans in the Copperweld case. Note the extensive investments

of Americans and even mid-Ohioans abroad, and the importance and difficulty of being a good "citizen" of all the places in which these firms are located.

INSTRUCTIONAL OPTIONS

Resource Persons:

-Invite a speaker from Resources International to talk to the class about images other people have of United States businesses and how they deal with those images. The speaker might discuss how his or her firm attempts to be a good "corporate citizen" of other communities in which they are located. (Call 461-0632 two weeks in advance.)

-After the students have read about GM and its Isuzu affiliate, request an expert on Japan from Resources International. A resource person who has taught English to Japanese businesspersons could talk about Japanese preparation for and attitudes toward working with Americans. (Call 461-0632 two weeks in advance.)

English and Language Arts:

-Have students identify a stereotypic character from television, eg, Archie Bunker, Chrissy (Three's Company), or Fred Sanford, and make a list of characteristics which make the character a stereotype. In small groups, have students discuss their findings and the pros and cons of television writers promoting stereotypes.

-Have students analyze in writing a comic strip character who might be considered a stereotype. As a follow-up, have students create an imaginary narrative involving the stereotyped character in an unfamiliar situation and showing how he/she might react, eg, "Charlie Brown Visits the Opera."

-Have students, in pairs, write an imaginary dialogue between two stereotyped characters from television or the comics. After the pairs present their dialogue orally to the class, discuss any fallacies in the thinking shown by the characters. Have students write their dialogue, paying special attention to punctuation, for publication on the bulletin board or in a dittoed class newspaper.

-Have students write a paragraph describing the typical middle school student. After they share their paragraphs orally in small groups or to the whole class, discuss the stereotypic information contained in their writings and the good and/or harmful effects of thinking of a "typical" middle school student.

SURVEY OF ATTITUDES TOWARD FOREIGN INVESTMENT

To the Student: Before asking the following questions, explain the purpose of the interview to the person you are interviewing. It is part of a lesson you are currently working on in social studies. The purpose of the lesson is to investigate different attitudes and experiences people have and see how they affect how people feel about a particular international activity. The activity is foreign investment by businesses. Explain also that the interview should take about fifteen minutes and that it will be anonymous. That is, no one but you will know who is being interviewed by you.

PART I: ATTITUDES TOWARD INVESTMENT IN EXISTING COMPANIES

1. An Ohio manufacturer is currently trying to buy a French company that makes copper products. Do you think it would be "mostly good" or "mostly bad" if the sale goes through?

   Mostly good _____ Mostly bad _____

2. Why would this be mostly good or mostly bad?

3. Would it be mostly good or mostly bad if it were a French company buying an Ohio firm?

   Mostly good _____ Mostly bad _____

4. Why?

5. Do you know of other cases in which foreign companies bought Ohio firms?

   Yes _____ No _____

   If yes, what happened in those cases? (For example, was it business as usual or did the foreign firm make big changes? What were the changes? Were they good or bad?)

PART II: GENERAL ATTITUDES TOWARD NON-LOCAL INVESTMENT

Answers from page one: Question 1: Mostly good ___ Mostly bad ___
Question 2: Mostly good ___ Mostly bad ___

6. If the French firm was building a new factory and starting a new company in Ohio rather than buying an existing company, would this be "mostly good" or mostly bad?"

Mostly good _____ Mostly bad _____

7. Do you think it is "mostly good" or "mostly bad" that foreign interests have been buying Ohio farmland as an investment?

Mostly good _____ Mostly bad _____

8. Would it be "mostly good" or "mostly bad" if a company based in New York, and owned largely by non-Ohioans, were trying to buy an existing Ohio company?

Mostly good _____ Mostly bad _____

9. Why?

PART III: ATTITUDES TOWARD INTERNATIONAL INVOLVEMENT AND POLITICAL ORIENTATION

Answers from page one: Question 1: Mostly good ___ Mostly bad ___
Question 2: Mostly good ___ Mostly bad ___

10. Would you agree or disagree with the idea that you are a "citizen" of the world as well as a citizen of Ohio and of the United States?

Agree _____ Disagree _____

11. If you add up the benefits and problems, do you think our involvement with people around the world through business, tourism, and other non-governmental activities is basically good for mid-Ohioans, basically bad, or largely irrelevant?

Good _____ Bad _____ Irrelevant _____

12. Do you think more or less should be done to encourage understanding and cultural sharing between mid-Ohio families like yours and people in other countries?

Less _____ More _____

13. Do you like to think of yourself as more conservative, more liberal, or as middle-of-the-road in your political thinking?

Liberal _____ Conservative _____ Middle-road _____

PART IV: EXPERIENCE WITH OTHERS AND OCCUPATION

Answers from page one: Question 1: Mostly good ___ Mostly bad ___
Question 1: Mostly good ___ Mostly bad ___

14. Have you personally had much contact with people from other countries?

a. Have you traveled abroad? Yes ___ No ___
b. Have you met visitors from abroad? Yes ___ No ___
c. Were any of them foreign businesspersons? Yes ___ No ___
d. Do you have close friends or relatives who are citizens of other countries? Yes ___ No ___

15. Where would you say most of your information and ideas about other people and about other countries has come? (Give a number to each of the following, with the most important source of information being #1 and the least important being #4).

a. Courses in school _____
b. The media (newspapers, magazines, books, TV) _____
c. Personal experience with foreigners _____
d. Parents or friends _____

16. Would you say your principal occupation is:

a. Housewife (or househusband) _____
b. Blue collar worker _____
c. White collar worker (clerical) _____
d. White collar worker (managerial or prefessional) _____
e. Other _____

17. Does your principal occupation involve any kind of international activity?

Yes _____ No _____

MONDAY, SEPT. 15, 1975
Business and Finance

Copperweld Suit Begins in Court

PITTSBURGH (AP)-The legal battle between Copperweld Corp. and the Paris-based Societe Imetal was to get underway Monday in the courtroom of U.S. District Court Judge John Miller here.

The attempted takeover by the French firm has been met with loud protests by Copperweld employees and politicians on all levels, most of whom characterize the move as an outright grab to drain Copperweld of profits, leading to plant shutdowns and unemployment.

BUSLOADS of pickets, led by a marching band and a man on stilts wearing an Uncle Sam suit, marched at the French embassy in Washington last week to protest the attempted takeover.

Many of the demonstrators carried signs that read things like, "Go home, Frenchie."

But for all the theatrics, what happens in Miller's courtroom may well determine the future of the specialty metals firm.

Copperweld is seeking a permanent injunction against the Imetal offer to buy all of the Pittsburgh based firm's common stock for $42.50 per share.

COPPERWELD, which has about 4,700 employees at plants in Pennsylvania and Ohio, says Imetal's offer of $118.2 million is "clearly inadequate" for its stock.

(Columbus Dispatch, October 16, 1975)

Imetal Takeover Case Continues

By James Bradshaw
Of The Dispatch Staff

A hearing concerning the attempted takeover of an Ohio-Pennsylvania corporation entered its third day Thursday with several key witnesses, including two of Gov. James A. Rhodes' cabinet members, still to be called to the stand.

The Ohio Department of Commerce is attempting to require Societe Imetal, a French conglomerate which seeks to take over the Copperweld Corp., to register a stock-buying offer with the department's Division of Securities.

IMETAL ATTORNEYS contend in Franklin County Common Pleas Court that Copperweld is a Pennsylvania corporation exempt from Ohio regulations.

Attorneys for Copperweld, who are assisting the Ohio attorney general's office in the case, say the firm's principal holdings are in Ohio.

Copperweld operates facilities in Pittsburgh and in Warren and Shelby, Ohio.

PRE-TRIAL statements from Copperweld indicated 60 percent of it stock is held by Ohioans, more than half its assets are in Ohio, and about 3,600 of its 4,700 employees work in Ohio.

Subpoened witnesses waiting to be called include Commerce Director J. Gordon Peltier and Development Director James A. Duerk.

Judge Paul W. Martin has indicated he expects testimony in the hearing to be completed this week, but has not said how long he will deliberate before issuing a decision.

IF THE PURCHASE offer must be registered, the securities division could order a public hearing requiring extensive financial disclosure by Imetal.

Imetal attorneys contend state officials are prejudiced against the Imetal offer and could not provide a fair hearing.

THURSDAY, SEPTEMBER 18, 1975 THE NEW YORK TIMES.

Rothschild Calls Copperweld U.S. Investment Choice

PITTSBURGH, Sept. 17 (AP) - Baron Guy de Rothschild, the French financier said in Federal District Court here today that his company believes the Copperweld Corporation is the best American company it could invest in despite legal problems in taking over the company.

He took the stand in a hearing on a suit by Copperweld to thwart the take-over bid by Societe Imetal, the French holding company, which Baron Rothschild heads as chairman.

Through lengthy questioning, he said Copperweld was Imetal's first choice of an American company in which to invest. Imetal has no plans for other investments in the United States, he said.

Problems Weighed

"The idea of investing in American came quite naturally, Baron Rothschild said. "I considered that for a company to have an investment in America is to upgrade that company.-

Asked if Imetal had been advised of any significant legal problems in making a tender offer for an American concern, Baron Rothschild replied, "Yes, it was explained that tender offers frequently are opposed."

He was then asked if he was aware it might have violated United States laws. "It is the firm and deliberate policy of my firm to always comply with the laws of any country, not only to the letter, but the spirit," Baron Rothschild said.

He also said that Copperweld's present management would remain should Imetal's tender offer be successful. "One of the motivations for the choice of Copperweld was precisely because of its high quality of management," he said.

Outlook on Policies

Baron Rothschild asserted that Copperweld's policies would not be changed if it were taken over by Imetal. Under cross-examination by an attorney for the United Steelworkers, he testified that Copperweld would not buy from suppliers other than those with which it has been dealing. (The union has joined Copperweld's management in opposing a take-over).

The chairman of Imetal also said it would not sell, merge or liquidate Copperweld.

He had been scheduled to testify later this week, but he requested an earlier appearance because of other commitments.

In the courtroom yesterday, Copperweld's manager of treasury services, David M. Thomas, presented charts portraying Copperweld as a small American company abou to be swallowed by a giant multinational enterprise.

One chart showed the Pittsburgh-based metals fabricator with assets of $158-million and the Paris-based Imetal and its affiliates with assets of $49.5-billion.

★★★★ Citizen-Journal 17
Thurs., Nov. 13, 1975, Cols., O.

Suit against Imetal deal is dismissed

A state request for a permanent injunction barring a French holding company from buying the Pittsburgh-based Copperweld Corp. was dismissed Wednesday in Franklin County Common Pleas Court.

Imetal has two Ohio plants, one in Shelby and one in Warren.

Judge Paul Martin's action came at the request of the Ohio Department of Commerce, which sought the injunction.

THE REQUEST followed agreement by the Paris-based Societe Imetal to comply with state security laws in the transaction.

Gov. James A. Rhodes said following the decision that he has received a written commitment from Baron Guy Rothchild, chairman of the board of Imetal, stating that Imetal has no intention of withdrawing any jobs, plants or profits from Ohio.

THE NEW YORK TIMES

To the Barricades!

By RICHARD E. MOONEY

Eleven years ago in the deep burgundy velvet of the Theatre des Champs-Elysees in Paris the stockholders of a struggling French computer manufacturer - Compagnie des Machines Bull - met for a dramatic moment to decide whether to accept the takeover bid of a giant foreign corporation, the General Electric Company.

Those were the days when the Americans were spreading out everywhere, and President Charles DeGaulle was trying to stop them. The forces of his Government were mustered to prevent G.E.'s encroachment on French sovereignty. But in the end, pragmatism ruled and G.E. moved in.

Last week in a firehouse in western Pennsylvania's steel country, the situation was reversed. Under the chairmanship of John H. Dent, a Democrat who represents part of this area in Congress, the House subcommittee on labor standards convened in the quarters of the Glassport Fire Department to lay bare the attempt of a giant foreign corporation to take over an American manufacturer of specialty steel products, the Copperweld Corporation.

When President DeGaulle was battling to keep American interests out of France, he was viewed as a blind protectionist. It is ironic that now the Americans are trying to fight off the French.

The would-be invaders in this instance are not only French, they are Rothschilds. Their instrument is Societe Imetal a multinational which they control. Its revenues last year were nearly $1-billion from operations of 70 subsidiaries in 16 countries around the world. Its business is mining, particularly nickel.

Imetal has offered to buy all of the outstanding common stock of Copperweld, as well as an outstanding issue of debentures, for a sum of $118-million.

This is not the first time that foreigners have moved in on American business, but it has certainly caused one of the most vigorous reaCTION. The firehouse hearings were only a part of it. In Ohio, where Copperweld has a plant, the securities division of the state's department of commerce issued a cease and desist order against the take-over bid. And in Pittsburgh, on a petition by Copperweld, a Federal judge put a temporary stay on Imetal's bid and held hearings last week on Copperweld's complaint that an Imetal takeover would violate United States antitrust law. (Imetal is partly owned by Amax, Inc., another large American metals company.)

Copperweld is a specialty steel company in the full meaning of the word "special." It was founded 60 years ago by a Pittsburgh banker who had developed an improved method of bonding copper to steel. Its best known products are copper-clad steel rods and wires. More recently it has developed aluminum-steel bonding (some of which it produces in Japan) and it also produces steel tubing.

Apparently aware that it was a tempting prospect for acquisition, Copperweld tightened up its articles of incorporation only five months ago, to make a takeover more difficult. And in recent days -after Imetal made its

bid-Copperweld's management, dead set against the French offer, announced to stockholders that it would soon recommend an increase in their dividends.

Last year Copperweld had sales revenues of $322-million, just missing the Fortune 500 list. Its profits were close to $13-million. It has about 4,600 employees, 3,000 of whom are members of the United Steel Workers of America - and thereby hangs another curious twist of this affair.

Trade union opposition to American business expansion overseas is well known. The unions assert that this puts Americans out of work. But the Copperweld case has underscored the fact that unions are also opposed to foreign business expansion in the United States which, in theory, should create more jobs here.

In the words of I.W. Abel, the U.S.W.'s president, Imetal's bid is "brazen" and - for reasons not spelled out - a "threat to the free enterprise system." The unions, he said, will vigorously support Copperweld in "its courageous efforts to keep American business in America." Not surprisingly, Copperweld published Mr. Abel's statement in full-page newspaper advertisements. The union, for its part, has demonstrated its promised support by picketing at the French Embassy and the Capitol in Washington, and in Rockefeller Center and Wall Street in New York.

Beyond the fact that the U.S.W. does have good relations with Copperweld, one explanation for its opposition to Imetal could be past experience with another takeover target - the Jones & Laughlin Steel Corporation, which now belongs to the LTV Corporation. LTV is Texan, not French, J.& L. is still in Pittsburgh, but the point is the same - the Pittsburgh managers get their direction from absentee owners.

Another possible factor may simply by the nervousness that has been created by the threat of Arab takeovers. No, the Rothschilds are not Arabs; indeed, they are among the most prominent supporters of Israel. But the atmosphere of the real or imagined Arab threat to American business ownership has made people more conscious of all foreign invaders, whoever they are.

The outcome of l'affaire Copperweld is not yet know, but the message is clear. The expansion of the multinationals works both ways, and you don't have to be French to be hostile.

GM Discovered Trust Came Slowly, Warily At Its Isuzu Affiliate

By Norman Pearlstine
Staff Reporter of The Wall Street Journal
TOKYO

(The following has been excerpted.)

It is one thing to buy a piece of a large Japanese company. It is quite another, as General Motors learned soon after acquiring 34% interest in Isuzu Motors, to have influence over it.

Although Isuzu's top management wanted the company to be an important part of GM, there was reluctance to show the new partner too much too soon.

For almost two years there were top-level Isuzu meetings from which GM was excluded. A GM consultant at Isuzu's heavy-duty truck plant said the plant's chief engineer waited 18 months before including him in weekly staff meetings.

From Wariness to Trust

It seems almost incredible that GM, an industrial powerhouse around the globe and by far Isuzu's largest stockholder, could have been so impotent for so long. But many firms affiliated with Japanese companies suffer that fate.

There is no consensus about the role that foreigners affiliated with Japanese companies should play. Some American investors, including many in 50-50 joint ventures, argue that foreign managers must have decision-making responsibilities and that they should be doing everything possible to make the Japanese conform to American management techniques.

One Solution: Consultants

GM realized from the beginning that it would fail utterly if it tried to impose its system on Isuzu. Western and Japanese management techniques are too different for that. Instead, GM provides Isuzu with consultants--for a fee.

GM concedes that the decision to adopt the role of adviser probably delayed its influence over Isuzu. But the conflicts that would have resulted from taking management positions wouldn't have justified the short-term benefits.

Another GM corporate policy was to maintain a low profile in Japan to avoid the press and government hostility so evident during the affiliation negotiations. Initial contacts between the consultants and Isuzu were rather formal and stiff.

Although much of Isuzu's caution seems excessive by Western standards, some of it was very understandable. GM was a potential customer for many Isuzu products. (Its Chevrolet division sells a small Isuzu pickup truck in the U.S.) Isuzu was afraid the consultants might leak information about Isuzu products or planning to GM officials.

Some GM consultants here admit they have been asked about Isuzu's forward planning by GM officials elsewhere. But they insist that no proprietary information has been divulged. Isuzu now seems convinced that its trade secrets aren't in jeopardy.

There were other problems that made communication difficult. None of the GM consultants sent here were told anything about Japanese cultural traditions or management practices. And, as is typical of most foreigners assigned to work here, none of them spoke Japanese.

With time, the relationship changed. The GM Affairs Office became less important as consultants began talking directly to Isuzu managers and as Isuzu began to trust GM.

Lunch at the Factory

Little things sometimes made a difference. An Isuzu managing director was pleasantly surprised to see GM consultants eating the company's Japanese factory-stype lunch which consists mainly of rice and bean-curd soup.

More importantly, Isuzu began to realize how much good advice it could get from GM. Not all of GM's suggestions have been accepted, however. GM's sales techniques had to be modified to give more importance to door-to-door selling, which is now common with Japanese auto dealers.

Some Isuzu officials complain that GM is too profit-oriented. GM officials reply that Isuzu is too worried about performance and that it "overbuilds" its vehicles, giving them more strength or capability than customers are willing to pay for.

Isuzu's trust of GM has grown, but the relationship is still fragile and easily bruised. GM, sensitive to the Japanese government's fear that it still plans to take over Isuzu, says it has no present plans to increase its equity position or to invest additional capital here.

Lesson Eight: HELPING PEOPLE ABROAD -- HOW INTEREST AND VALUES AFFECT OUR DECISIONS

Duration: One or two class periods.

Purpose: To indicate to students how interests and values enter into international decision-making in their own lives.

Objective: Students will decide whether to become involved in an international activity relevant to them and analyze the role of interests, values and information in that decision.

Background Information for Teachers:

How people evaluate international activities and policies is influenced by their interests and values as well as by information. People generally disapprove of things they believe will hurt them, that is, things which affect their interests negatively. They generally approve of things which affect their interests positively, that is, things which appear to help them. For example, in the last lesson, the Ohio workers resisted the takeover attempt because they were afraid it would lead to a loss of their jobs. A stereotype led to an assumption that their interests would be hurt. The French company might have avoided much trouble if they had intended, and announced plans, to modernize and perhaps expand employment at the Ohio plant.

While interests are clearly relevant, many international activities may not appear to directly affect the people who are concerned about them. For example, many people donate time and money to the international relief and development work of the churches and international agencies. Their short-run interests are hardly involved. In situations like this, the attitudes people have are often influenced by their values. Values are the ideals people hold, or the criteria they use to judge between what is good (and "valuable") and what is bad (or "valueless"). While people who help international aid efforts receive rewards (eg, gratification), their efforts undoubtedly also reflect personal values.

In this lesson, students are asked to apply information, values and insight into how their interests are affected in making an international decision which will be immediately relevant to many of them. They are asked to decide whether to participate in the Trick-or-Treat for UNICEF. They subsequently analyze the role of interests, values and information in making their decisions as an example of how these factors enter into international decision-making generally.

Materials: Hand-out on UNICEF (United Nations International Children's Emergency Fund), and hand-out on alternative aid and relief organizations in mid-Ohio.

Strategies:

OPENING THE LESSON

Step 1: Bring an empty soda can to class. Tell students you are collecting money for an international charity. How much are they willing to give? You might add some drama by circulating through the class, can in hand. As they are reaching for their pennies, stop them. What should they be asking before they decide whether to donate? Encourage them to ask what the charity is and what it does. If possible, tease out some form of the three questions in Step 2.

Discuss how information might influence a decision like this. Introduce the concept of interests. Are the interests of students affected by their decision? Does their decision, finally, say anything about their values? What are values?

DEVELOPING THE LESSON

Step 2: Ask the class to discuss and then reach a decision (through a majority vote) about whether to participate as a class in the next Trick-or-Treat for UNICEF. Note that the decision involves three considerations, all of which should be discussed.

1. Should the group help an international aid organization like UNICEF? (What does UNICEF do, does it need help, and should people like us be involved in it?)
2. Should the group help UNICEF, or would another group be better? (What alternatives are available and which one is doing the best to meet the need?)
3. Should the class help UNICEF in this way (that is by participating in the Trick-or-Treat program) or would another activity be better? (What alternatives are there and which one will accomplish the goal with the least cost in time and effort on the part of the students?)

You may want to circulate or project the attached information about UNICEF and other local aid programs.

Step 3: When the class has made its decision, have each student write a short analysis of the group's decision. It should answer the following questions:

1. How did your interests and values affect your decision?
2. How did the information about UNICEF and other aid programs affect your decision?

CONCLUDING THE LESSON

Step 4: Discuss the role of interests, values and information with the class. You might do this for each of the component decisions in Step 2. For example, information was needed to identify that a problem existed in question 1. But the values of the students were probably most relevant in actually making the decision, that is, in deciding whether to get involved in the activity or not. Information and possibly values were probably most important in making the decision required in question 2. Interests are clearly involved in question 3, however. There may have been easier ways to help UNICEF than Trick-or-Treat.

You might also discuss how information and values influence whether we choose to emphasize aid to local people or people elsewhere. Why do we usually assume that we have a greater responsibility to help hungry people in Columbus or Ohio or the United States than we have to help people in Latin America, Africa or Asia? Do we really have a greater responsibility just because we happen to live in the same city, state or country?

INSTRUCTIONAL OPTIONS

Resource Persons:

-Instead of reading the information on UNICEF the class and teacher might prefer a resource person to speak on UNICEF and its activities. Some of the students or class might even want to visit the UNICEF center on North High Street. (Call 461-0632 two weeks in advance.)

-A class that has become very interested in UNICEF might wish to hear a resource person from the local United Nations Association. The resource person could talk about other UN agencies and their goals. The students then might wish to describe this project and its results. (Call 461-0632 two weeks in advance.)

English and Language Arts:

-Have the students assume that they have won $500 in a local contest. After a small group brainstorming session, have them write a paragraph telling how and why they would spend their new-found wealth.

-Clip eight to ten colorful pictures of items (products, travel ads, homes, churches, schools, family gatherings, luxuries, etc.) from magazines. Mount the picture on a piece of poster board. Have each student rank the pictures according to the appeal that each item holds. Then, in small groups, have the

students discuss and defend their rankings. Point out any items of importance which involve foreign-produced goods or foreign connections.

-Have students role play a situation involving participation in the UNICEF campaign or any other charitable drive. Assign the roles at least one day ahead of time so that each participant will have time to plan his or her dialogue. Consider using situations such as a student wants to participate, but the parent sees no value in doing so; or a neighbor who has been asked to contribute refuses to do so and demands that the student give some reasons as to why the drive is worthwhile.

-Have students write a short narrative which involves a situation in their own lives when they received or offered help to another person. After students have corrected and proofread their stories, consider publishing the narratives on the bulletin board or in a dittoed booklet.

-After watching a film which involves a character's learning compassion for another person less fortunate than him or herself--eg, "The Shopping Bag Lady"--have the students discuss in small groups how the character changed as the story developed. Then, in a short essay, have the students discuss the differences in the character's personality and attitudes from the beginning of the story to the end.

How UNICEF works

- UNICEF is part of the United Nations proper, but it has a semi-autonomous status, with its own governing body and secretariat. A thirty-nation Executive Board governs UNICEF.
- The day-to-day operation of UNICEF is the responsibility of an Executive Director and a staff of over 900 persons representing 75 nationalities. One quarter are located at United Nations Headquarters in New York and three quarters in 35 field offices around the world.
- The assisted Government is required to place a high priority on each UNICEF-aided project and bears the major responsibility for providing local expenditures for staff, buildings, equipment and various services and facilities required to carry out the project. These expenditures are known as "matching". In recent years, assisted Governments have spent an average of $2.50 for every dollar allocated by UNICEF.

Halloween is pumpkins, witches, scarecrows, and UNICEF. A day of fun for our youngsters... and a better future for children in the developing countries.

Every year, Trick or Treaters send in over $3,000,000 to UNICEF. In recognition of these efforts, the President of the United States has proclaimed every October 31st National UNICEF Day.

What does the money buy? UNICEF distributes supplies and equipment directly to millions of children. Food. Vaccines immunizing children against disease. Soap. Vitamin pills. Seeds for school gardens. Globes, woodworking tools, and science equipment. Upon request of a government, UNICEF helps developing countries help their own children, by giving long-range aid that will reach tomorrow's children as well as today's. Aided countries contribute $2.50 in labor, building materials, and local resources for every $1.00 spent by UNICEF for supplies and equipment.

You can help

Millions of adults, young people, and children who organize UNICEF Halloween programs make it possible for UNICEF to continue and to develop many of its operations around the world.

Your sponsorship of our Halloween program can help to change the face of the world.

New Directions for UNICEF

To really understand what UNICEF is all about, one must look more deeply into the lessons learned from over 20 years of working in the field—lessons which have helped to shape UNICEF's policies, broaden its fields of activities and inspire many of its new directions. These are some of the important concepts that have emerged:

——The problems of children, such as malnutrition, disease or lack of education, are inextricably linked with the root problems of poverty and underdevelopment; they must be attacked as one overall problem, not as separate ones.

——Forms of aid such as milk or medicine—valuable and humanitarian though they are—cannot bring permanent benefits to children. The only way to insure a better, longer-lasting quality of life is for the developing countries to build up their own permanent health, nutrition, education and social welfare services.

——Children do not live in a vacuum. Their lives are dependent on other people and other factors. To achieve any effective results, efforts must be directed to improving conditions within the family, the community, the country as a whole.

UNICEF's special targets

To help meet the needs of children in developing countries and to insure their healthy physical, intellectual and emotional growth involves a broad spectrum of activities. That is why UNICEF aid to the developing countries is aimed at many targets:

——**building permanent health services:** through networks of maternal and child health centers, immunization against the major diseases of childhood, improving environmental sanitation and encouraging health education activities.

——**improving the nutrition of children and of expectant and nursing women:** through applied nutrition projects which encourage rural families to make better use of available food resources, through the development of new protein-rich foods and through milk conservation schemes which stimulate local production of safe milk.

——**strengthening family and child welfare:** through developing national social services which help to preserve family life and encourage the healthy growth of the personalities, capacities, and social habits of children and youth, and through educating and training young women to improve their methods of child-rearing and home-making and to play a constructive part in community life.

——**raising educational standards and making education more realistic in view of actual life prospects in the developing countries:** through curriculum reform, better preparation of teachers and the introduction of prevocational training linked to existing employment opportunities.

——**training urgently needed workers**—primarily at auxiliary levels—in all fields of activities in which UNICEF is engaged.

——**providing relief and rehabilitation assistance when natural or man-made disasters threaten the well-being of children:** through prompt emergency aid offered during the first initial crisis, followed by long-range rehabilitation aid to help build better, more extensive, permanent services for children.

How UNICEF is financed

- UNICEF is financed by voluntary contributions from Governments in both the industrialized and the developing regions of the world, and from organizations and individuals.
- Over 70 percent of UNICEF's income comes from Governments—regular annual contributions are made to UNICEF by over 138 Governments.
- Income from other sources comes mainly from fund-raising campaigns in some countries, from donations of individuals and from the sale of UNICEF greeting cards and calendars. UNICEF National Committees in 30 countries and many non-governmental organizations play leading roles in these activities.

Other Ways to Help UNICEF

- Halloween candy sale at school
- Horror movie benefit at local theater
- Halloween dance
- Radiothon on college campus
- Touch football game between faculty and students
- Recycling cans and bottles for UNICEF
- Sell UNICEF Smile Buttons
- Sell "Spook" Insurance for soaped windows, etc.

What kind of aid does UNICEF provide?

A large part of UNICEF aid takes the form of equipment and supplies. Depending upon the project, UNICEF may provide such items as:

- equipment, drugs, and dietary supplements for maternal and child health services;
- motor vehicles, bicycles and maintenance equipment;
- audio-visual teaching aids;
- equipment and paper for the local production of textbooks, health and nutrition education materials;
- plays materials for day-care centers;
- vaccines and equipment to produce vaccines;
- well-digging rigs, piping and pumps for clean water supply;
- garden tools and poultry-raising equipment;
- hand tools and workshop equipment for prevocational training;
- milk processing and weaning food production equipment.
- emergency aid items such as blankets, medical equipment and materials for shelter and water-purification.

In recent years, other types of aid have become increasingly important, particularly training stipends, financing for teaching staff, aid for planning and program development, engineering and technical services for food conservation, and advice on transport maintenance.

Co-operation with other United Nations Agencies

A system of co-operative relations is in effect between UNICEF and various agencies within the United Nations family. On health and nutrition projects, UNICEF works with the World Health Organization (WHO) and the Food and Agriculture Organization (FAO); on education and vocational training projects, with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and with the International Labor Organization (ILO); on social welfare projects, with the United Nations Department of Economic and Social Affairs. Close working relationships also exist between UNICEF and the United Nations Development Program, the United Nations Fund for Population Activities and the World Bank.

I

A TIME OF CRISIS

The world has changed markedly since the end of World War II when CARE was born. The plight of millions of desperate and hungry Europeans living in rubble and ruin has given way to prosperity and stability.

But where does CARE stand today after more than a quarter century of service to mankind? What is it doing in an era in which population is increasing at a faster rate than food supply? How relevant is CARE to a time when men move in space with ease and developed nations enjoy increasing prosperity?

These are not idle questions, and this brochure answers them. CARE never was more relevant than it is today. All that has happened since World War II has prepared CARE for the job that increasingly commands priority in its resources and planning — the job of preventing untold millions from dying from what C. P. Snow, the British scholar, terms an imminent "sea of famine."

Some 500 million men, women and children have been fed for varying periods of time by CARE since its founding late in 1945. CARE no longer operates in countries devastated by World War II, but millions of lives were saved as a result of food distributed by CARE during the years of reconstruction.

Yet today long lines of needy human beings continue to stretch across the continents. Malnourished and crushed by years of abject poverty, they are without sufficient food or hope. Their very numbers constitute a crisis for modern man.

Today there are over 300 million children who, for lack of protein and calories, suffer grossly retarded growth, and for many of these mental development, learning and behavior may be impaired. Their millions of parents are in little better shape. This vast mass of deprived humanity may well carry in it the seeds of future wars.

CARE supplies some 28 million persons with food each day, but it is increasingly evident that more must be done than to keep impoverished men, women and children alive.

To be fully effective, mass feeding programs must be accompanied by provision *of the instruments for self-sufficiency and independence* — agricultural tools and equipment, improved seeds and fertilizers with which people may grow food for themselves; schools and needed supplies for education that later will help increase local economic activity; medical aid that lessens the incidence of disease; potable water systems to fight waterborne diseases which, with malnutrition, are major killers of the young; tools and know-how to help the unskilled to work to support their families. The list is long.

To people gripped by poverty, ill health, and ignorance for generations, CARE today offers the possibility that through cooperative endeavor these conditions can be changed. Increasingly, it is originating and expanding programs that will both heighten the effectiveness of its feeding programs and lessen the need for them. Each year sees a growing list of partnerships between CARE and the governments of underdeveloped countries — *agreements in which these governments pledge themselves to make commitments of financial, material and human resources to joint CARE-host government programs in their countries.*

The meaning and importance of CARE operations have deepened with the years. Their dimensions, and the expanded contents of the famed CARE "package," are set forth in the following pages.

II

HOW CARE OPERATES

As this is written, CARE operates in the following countries and areas:

Afghanistan, Bangladesh, British Honduras, Ceylon, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Gaza, Greece, Guatemala, Haiti, Honduras, Hong Kong, India, Indonesia, Israel, Jordan, Kenya, Lesotho, Liberia, Macau, Maldive Islands, Nicaragua, Nigeria, Pakistan, Panama, Peru, Philippines, Sierra Leone, South Korea, South Vietnam, Tunisia, Turkey and Uganda.

MEDICO, a service of CARE, has "treat and teach" programs in Africa, Asia and Latin America.

Feeding Programs

The basis of CARE operations is food. The supplies used in daily massive feeding around the world come from donations from the U.S. Government under its Food For Peace program: food given by other countries; food given by processors and manufacturers; food provided by local communities; purchases using funds provided by generous American and Canadian citizens.

In short, the basic objectives of CARE food programs in developing countries are:

(a) to improve the health and nutrition of the most vulnerable sectors of the population — children and pregnant and nursing mothers.

(b) to serve as an educational tool to encourage the production and consumption of foods of high nutritional value, particularly proteins and protective foods.

(c) to stimulate the overall increase of food production so that the countries aided can carry on food and nutrition programs with their own resources.

(d) to promote the development of community participation, organization, and leadership, and the strengthening of institutions concerned with encouraging and continuing self-help.

Self-Help Programs

CARE feeds hungry people, and always will. And, as in the past, it always will stand ready to meet emergency needs arising from natural disasters or wars. Yet the reality of our time is that no nation — not even one as wealthy as our own — can feed growing numbers of people endlessly. CARE must feed them when they have little or nothing. But always the goal must be to add those things that will make them independent of such aid. Using its feeding programs as a base, CARE is increasingly adding a wide variety of tools and knowledge to expand the investment made in the food itself.

The need for integrated programs is urgent. With population growing faster than food supplies in country after country, the distance separating man from widespread famine has shrunk and shrunk again. How much food and how many people are key factors.

CARE is keenly aware of the dangers of rapidly expanding world population and constantly seeks to take part in family planning programs whenever foreign governments request such assistance. Interest in reducing the rate of population growth is increasing in many countries, and CARE responds.

CARE's aim is to help the impoverished help themselves, and its contributions are fully effective when they *undergird* rather than completely support a project. When those in need make a definitive contribution to the solution of a problem, they are in a stronger position to make additional improvements in their surroundings. They acquire capacity to plan and "do" for themselves.

In recent years, CARE has entered upon a steadily increasing number of agreements with foreign governments for self-help assistance. The basis for such "partnership" agreements is simple — if each of the parties makes the contribution within his power, the result can be new and flourishing life to towns and villages.

MEDICO Programs

More than half of the world's population lacks even the most rudimentary medical care, and millions of persons live and die without ever having seen a physician. In country after country the need for medical care is far outstripping available facilities because of rising costs and birth rates. The training of local medical personnel in modern medical techniques thus assumes unprecedented importance.

The services furnished by MEDICO complement CARE feeding and Self-Help programs. Food-tools-health are essential elements in the struggle for simple self-sufficiency.

MEDICO plays a vital role in such integrated aid. It heals the sick today and promotes better health for coming generations by teaching modern medical practice to local physicians, nurses and paramedical personnel. Participating governments contribute a share of the total cost of maintaining personnel, providing necessary equipment and administering the programs. Records indicate that MEDICO, working with local counterparts, treats over half a million persons a year. When local professionals are competent to carry on their own programs, MEDICO staff members move on to other countries.

Colombia — An Example of Integrated CARE Programs

CARE's policy of integrated programming is in effect around the world-in Ceylon, Chile, Costa Rica, Guatemala, Honduras, India, Kenya, the Philippines, Tunisia and other countries. Such programming uses food as a base for other programs that ultimately will have the effect of making communities more self-sufficient and independent of CARE aid.

CARE operations in Colombia, for example, encompassed the following in a recent year:

Feeding and Nutrition:

Nearly one million children of school and pre-school age were receiving food and nutritional supplements.

Agricultural Development and Food Production:

Projects in agricultural development — cattle dips, land settlement and school gardens.

Community Improvement/Development:

Construction of nutrition/child feeding centers, rural health centers, roads and bridges, community centers and schools and installation of rural electrification and sanitation systems were among the activities carried out under Food-for-Work Projects. Among the recipients of the food were 87,863 community volunteer workers who provided 6,914,856 man-hours of labor to carry out community projects valued at over $3,000,000. The communities assisted provided labor and materials worth over $1,000,000. The workers and their families — over 500,000 persons—received more than 9,000,000 pounds of food.

Education:

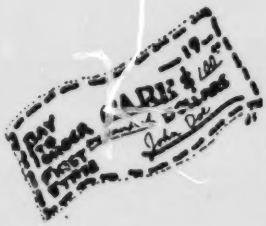
Support for the construction of 25 new school rooms and more than 5,000 desks for students. Literacy programs, physical education, school equipment and supplies. Equipment for two vocational training centers.

Health and Sanitation:

Health education. Construction of 75 nutrition/child feeding centers. Construction of potable water systems for 33 communities.

III

WHO SUPPORTS CARE?



For more than a quarter century, CARE has been the trustee of the manifest generosity of the peoples of the United States and Canada. Additional support has from time to time come from the citizens of other countries.

Some 41 million private citizens have made direct cash donations to CARE over the years. Many gifts-in-kind have come from industrial and commercial enterprises. A wide variety of national organizations raise money for CARE — women's clubs, men's clubs, school and college groups and other organizations. Financial support from foundations always has been welcomed.

A wide variety of publications provide space for CARE advertisements without charge. Television and radio stations also donate large amounts of air-time for announcements in behalf of CARE.

How such funds and commodities are used is a matter of constant and intense study. CARE uses the resources made available to it with great care and constantly seeks greater values from them.

CARE's emphasis on cost control, and the material supplies given it, enabled the organization in recent years to deliver eight dollars worth of aid for every cash dollar contributed.

What is hunger?

Hunger is a two-year-old pulling at his mother's skirt and pleading over and over, "Milk, mommy."

Hunger is a kindergarten child fainting at her desk because she has had nothing to eat for two days.

Hunger is a fourth-grade boy eagerly eating his free school lunch because he knows it is the only food he will have all day.

Hunger is a teenager wandering home after school with an empty stomach and a heavy heart while other kids are stopping at the corner restaurant for hamburgers and cokes.

Hunger is a desperate mother going from church to church trying to find food for her three children who are due home from school and have had nothing to eat all day.

Hunger is an elderly couple surviving from day to day on a little dry cereal.

Hunger is the simple fact of never knowing for certain how you will get your next meal.

This is hunger in Columbus, Ohio
the "All-American City"

What is Hunger Task Force?

There are many in our community, individuals and organizations, who are genuinely concerned with the problem of hunger. In January of 1970, Hunger Task Force was formed in a deliberate effort to pull together all of those who share this concern to make an organized attempt at finding some realistic solutions to the problem.

Hunger Task Force focuses on the problem of Hunger in Columbus and Franklin County.

From the very beginning, the members of Hunger Task Force agreed that handing out food on an emergency basis could not be considered a satisfactory solution. At best, it is only a temporary, stop-gap kind of help. At worst, it is serving to camouflage the severity of this community problem.

The stated purpose of Hunger Task Force:

"To raise the level of community awareness in relation to the problems of hunger and to involve individuals and groups in a collective effort to accomplish institutional changes which will result in realistic solutions to these problems."

The Task Force is guided by a Steering Committee and is divided into five working units focusing on specials projects.

1. Community Education – seeking all possible means of increasing community awareness and understanding.
2. Legislative Action – keeping in close touch with legislative action which effects hungry people and strategizing around the most successful ways to influence future action.
3. Outreach – attempting to establish channels of communication with groups of people who are hungry and involving the poor in the work of Hunger Task Force as one avenue for affecting change.
4. Food Programs – attempting to achieve most effective usage and maximum participation in the existing federal programs — food stamps and free school lunch.
5. Nutrition – pulling together statistical information available from hunger and nutrition studies and stimulating new research

WHAT IS CROP?

At the end of World War II, many Christians wanted to share America's abundance with European war victims. To act as a vehicle for relief services, 17 Protestant denominations formed Church World Service in 1946. CROP grew out of this organization in August, 1947. Originally known as the Christian Rural Overseas Program, CROP's first purpose was to gather wheat and other crops from American farms for shipment to Europe.

Over the years, CROP increased its urban appeals while remaining in contact with its rural constituents. Formal authorization for urban campaigns came in 1966, when the National CROP Committee changed the official name to CROP (no longer an acronym), the Community Hunger Appeal of Church World Service. Also in the 1960's, CROP took over the additional task of administering the CWS Clothing Appeal, encouraging churches to obtain items for overseas and domestic use.

Member denominations, some 30 in all, continue to provide basic support for CWS. CROP is supplemental to this. Although church-related, CROP appeals to the greater community. House-to-house canvasses, community walks, fasts and marathons are examples of CROP's fund-raising activities.

CROP has moved from primarily providing resources for emergency relief to supporting long-range self-help and development work of CWS. CROP funds are distributed in eight program categories:

Appropriate Technology -- Farm equipment for people in Bolivia...and Honduras... treadle sewing machines for women in Haiti...equipment for a dairy cooperative in Uruguay.

Development Education -- Community development centers in Costa Rica to train people in health and nutrition...training people in pond construction and well drilling in the Dominican Republic...an agricultural education program in Ecuador...and one in Turkey.

Emergencies, Foreign and Domestic -- Help for earthquake victims in Guatemala... for cyclone victims in India...and Mozambique...and for hurricane victims in Alabama, Florida and Mississippi.

Family Life and Population -- A program giving nutritional supplements to mothers and children in Malawi, while teaching them about nutrition, hygiene, gardening and food preparation...a bus to help a health and medical assistance program reach out to mothers and children in Brazil.

Food -- Soybeans for wages in a food-for-work program in Korea...more food to make up a drought-caused shortage in Niger...rice for hungry people in Vietnam.

Refugees -- Aid for people in Nicaragua...for Palestinian refugees in the Middle East...and Vietnamese refugees in Malaysia...shelter and tools to help refugees start over in Sri Lanka...trucks to distribute supplies to African refugees in Sudan.

Seeds -- Corn, beet, cabbage, squash, potato and other vegetable seeds for Sioux people in South Dakota...seedlings for a forestation project in Peru.

WHAT IS CROP? continued...

Technical Consultants -- Advisors for people in Bolivia...and for a land-clearing project in India...technical assistance for an agricultural education program in Tanzania.

Approximately 80 cents of every dollar goes directly to help hungry people.

The only sure way to end world hunger is to provide self-development opportunities for people. Major emphasis has been placed on self-help, agricultural development and appropriate technology projects in an attempt to get at the root causes of the food problem.

CROP funds are used to help fund new programs, as well as to provide extra support for ongoing activities. Although most CROP funds are used by Church World Service, each year several other agencies receive funds from CROP when donors designate them. The Mennonite Central Committee, Lutheran World Relief, Catholic Relief Services, the World Relief Commission of the National Association of Evangelicals and the American Friends Service Committee are among these organizations.

CROP provides an outlet for action. Concerned individuals and whole communities can bring life and new hope to some of the world's neediest people. Today, when more and more people are hungry, CROP depends on volunteers like you to involve your neighbors to give help to hungry people in other lands.

Through CROP you can help others have a future with food...and more.

Lesson Nine: BUILDING FACTORIES ABROAD -- HOW ROLES WITHIN THE GROUP AFFECT OUR DECISIONS

Duration: Four class periods.

Purpose: To show students how the interests, values and priorities of people who share the same goal can differ because of their organizational and community roles.

Objective: In a role-playing exercise, students will decide where to locate a new factory for a local corporation. They will then analyze differences among the role groups and the reasons for disagreements.

Background Information for Teachers:

Even with the best of information, people within a group may evaluate a particular international activity differently. In many cases their disagreement will reflect the differing viewpoints which come from their roles within the group. In some it may reflect differing roles within the wider community as well.

Within a group, decisions can affect people differently. In other words the "interests" of people in different roles may be affected differently. For example, if a business firm decides to build a factory in another country, some people may have to move to that country. Others, such as blue collar workers, may believe their very jobs are threatened.

People in different roles can also see an issue from differing perspectives because their responsibilities create differing priorities. For example, the head of the marketing division will be most interested in the cost of selling the product. The head of the production division will be most interested in the cost of producing the product.

Roles of people in the community can also affect the way people in a group evaluate a decision. For example, a businessperson may share the basic goals of his firm. But he may not want to locate a new factory in South Africa because of his religious beliefs or racial loyalties. Two executives may feel differently about working in another country because of the impact they believe it will have on their families.

If an individual's role within the group brings her or him into frequent contact with the community, his perspective may also be different. For example, the head of public relations or a firm's chief contract negotiator will evaluate a decision to locate abroad in part on the basis of reactions in the community and the union. If the community or union are highly opposed to the decision, these people will be more sensitive to it. After all, they must deal with the community and the union in the future. They must defend the decision to these other groups.

This lesson shows students how the perspectives of different people within a firm can differ depending on their roles. The simulation focuses on a decision most firms handle as logically as possible--where to locate a new plant. It thus reinforces the point that even when a great deal of information is available, and when goals are clear, there will be much room for disagreement. The lesson may also stimulate the interest of some students in multinational corporations and issues surrounding South Africa and Taiwan.

Materials: Simulation Briefing Sheet. One copy of the fact sheet "Comparisons of the Three Potential Factory Sites," and an appropriate "Briefing Memo" for each of the four role groups. Optional copies of the blank "Outline Fact Sheet."

Strategies:

OPENING THE LESSON

Step 1: We have been looking at why people who share the same goals might disagree about international activities or decisions. We have looked at images or information, interests, values. All these things come together to some extent when you look at the jobs, or what some people call roles, that a person plays within an organization. For example, some of you may want to take part in a study abroad program in the future. One of the real problems in these programs is deciding who will pay the bill. There are different possibilities. The school board could pay, using tax money. The parents could pay. Or the students themselves could be expected to pay.

Put the three groups on the board and ask students which option they think each of the groups would select and why. Stress that all three groups have the same goal. They all want to see students taking part in study abroad programs.

It is like this with governments as well. The Army, the Navy, and the Air Force all have a common goal--to defend the country. But if you have $100,000 to spend on defense, they won't agree how to spend it.

Repeat the same exercise above including three options as well--tanks, an aircraft carrier, and a squadron of planes. Discuss why the three branches of the service will disagree. They have differing images of what is useful and what is needed. They have different interests. These things result from their jobs or roles. They have different backgrounds, different expertise, different information.

DEVELOPING THE LESSON

Step 2: Introduce the simulation. One of the more basic decisions a multinational corporation faces, and one of the most important,

is where to locate its factories. A number of considerations enter into this decision. Exhaustive research will be done on possible sites. Even after this, people within a corporation are likely to disagree about the "best" location. And many people are likely to have some influence over the final decision.

Step 3: Divide the class into four groups. Each group will represent a different role group:

Group 1 - Production Division
Group 2 - Marketing Division
Group 3 - Public Affairs Department
Group 4 - Labor Relations Department

Read the Simulation Situation (or introduce the simulation in your own words). Hand out a copy of the fact sheet "Comparisons of the Three Potential Factory Sites" and a copy of the appropriate briefing memo to each group.

Option: Instead of giving students the information contained on the fact sheet, have them gather their own information about the three sites from library sources. They should use the Outline Fact Sheet to guide their research. Yearbooks from the State of Ohio, the Republic of China and the Republic of South Africa, along with encyclopedia sources can supply most of the information. This research might be done on an individual basis or on a team basis. Students should be warned though that it may sometimes be impossible to get information which is easy to compare across cities.

After gathering or reading the information and the Briefing memos, the groups should discuss where the corporation should locate the new factory--Columbus, Ohio; Kaoshiung, Taiwan; or Durban, South Africa.

Step 4: Disassemble the groups and have each student write a one page position paper arguing which location would be best, which would be second best and why.

Reassemble the groups when the position papers are completed and have each group share their assignments. These papers and the ideas shared here will be used by members of the group in the next step.

Step 5: Redivide the class into groups such that at least one person from each of the original groups is included in each of the new groups. Have each team within the group present its position and arguments. Then allow sufficient time for the groups to discuss the issue. The class can be reassembled when students have had time to hear and confront the different perspectives and arguments of the other teams. It is not necessary to allow time for the groups to come to any kind of consensus.

CONCLUDING THE LESSON

Step 6: Discuss the simulation with the class. The discussion might focus on:

1. Decisions like this are based in part on economic and technical considerations. What were they (eg, wage rates and geographical access to market)? Was there disagreement about the relative importance of these "facts" across the different groups?

2. Non-economic and non-technical factors also influence decisions like these. How did conditions within the three countries affect decisions? What group was likely to be most affected by these conditions and why?

3. Did any of the groups explicitly consider the impact of its decisions on mid-Ohio? Why? Note that this is a firm based in mid-Ohio. What does it mean to be a "good corporate citizen?" Is there a conflict between loyalty to the community and the interests of the firm?

INSTRUCTIONAL OPTIONS

Resource Persons:

-Request a resource person from a multinational corporation to describe their product(s) and discuss where the firm's plants are located. If possible, the resource person should discuss what factors influenced the firm's decision to locate in each place. Students should have many questions already prepared. (Call 461-0632 two weeks in advance.)

English and Language Arts:

-Have the students write a narrative telling about a family move from one city to another or within the same city. In their stories, they should tell about the reasons, advantages and disadvantages of moving to a new location.

-Have the students survey ten adults who are not native to Columbus to discover when and why each moved to Columbus and in what ways each found the move profitable. Have the students discuss their findings in writing and share them in small groups.

-Have students write a paragraph which discusses the advantages or disadvantages to the community of a foreign-owned corporation establishing a plant in the area.

-After viewing a situation, either on film (no sound) or staged for this activity (no dialogue), involving two or more persons

in some sort of action sequence, have each student write down "exactly" what he or she saw happening. Then, in a group discussion, help students understand how and why their perceptions were different.

-Have the students do research to make a written and illustrated report on a capital city of any country in the world. One section should concentrate on the United States' involvement in that city. Other sections could highlight tourist attractions, topography, government and economics. Have students bind their reports in an original cover for display.

SITUATION DESCRIPTION

The Power-Systems Corporation of Dublin, Ohio, has recently announced plans to put a newly developed electrical generator into production. The generator is powered by a large windmill, also to be manufactured and marketed by Power-Systems, Inc. The wind powered electrical generator can produce enough electricity under normal wind conditions to provide power cheaply for most towns and even smaller cities. The machines are simple and inexpensive enough to be appropriate to less-developed countries as well. Power-Systems expects to develop a world-wide market for the generator within five years of its introduction.

The corporation will produce the windmill-generators in two existing factories. One, in Columbus, Ohio, will serve the North American market. A plant in Brazil will serve the Latin American market. The corporation has been conducting a study of possible locations for a third factory to serve projected markets in Europe, Asia and Africa. This plant will be primarily involved in assembling the final windmill and generator systems from parts supplied by other firms. It is hoped that these sub-contractors will be located in the same vicinity, or at least the same country as the new assembly plant.

An initial report on possible locations has been completed. It has taken into account major marketing and production factors. It has also considered the complex tax policies which affect our decision. Of many possible sites, two remain as strong candidates--Kaoshiung, Taiwan, and Durban, South Africa. The study also suggests a third alternative--the expansion of the existing plant in Columbus so that it could serve these additional market areas.

The Board of Directors has instructed management teams from each of the corporation's major divisions and departments to consider the three alternative locations and report their recommendations. The Board, of course, will make the final decision.

Each of you has been assigned to an advisory team. It is your responsibility to analyze the information you have been given (or will gather). You will select two sites: (1) a preferred or best site, and (2) a secondary site. You will want to discuss the arguments behind your choices with team members because each of you will be expected to write a position paper defending your choices. You will receive briefing memos from the heads of your divisions or departments which may be useful in your task.

From: The Labor Relations Department
To: The Site Advisory Committee
Re: Considerations for a New Factory Location

As you consider your recommendations to the Board, you should keep these points in mind.

All three of the proposed sites are economically feasible. They have good and bad points, but all are basically acceptable. Yet, they are not all equally acceptable.

It will be best to leave the rigorous analysis of production and marketing considerations to those groups. They are most expert in those areas, and the Board will consider their analysis of these factors more than ours in any event. Our role in the discussion will be primarily to make certain that the Board and others are aware of the consequences of particular choices.

It is likely, although not certain, that the production team will recommend Kaoshiung because of its low labor costs. The marketing team is most likely to recommend Durban because of its favorable location. It is possible, however, that either group may identify Columbus as an acceptable second choice. We should do what we can to support that position.

Columbus does have important advantages. It is located in the center of an industrial state with a large number of steel producers and factories making electrical machinery. Thus supplies of parts should be no problem, even if the price of parts will be somewhat higher. Also, despite the fact that Columbus is not a port city, it has almost as good an access to the chief market areas, particularly Europe, as Durban. Its location from a marketing perspective is far better than Kaoshiung.

The other two sites have serious drawbacks which should outweigh the positive factors. Kaoshiung is simply too far away from most of the market area. Even with low labor costs, products will be hard to market, in Europe particularly. Durban, on the other hand, is not likely to be a safe place to locate a factory with racial strife on the increase. The firm is likely to lose its investment.

This finally is not a good time to be locating a major productive facility abroad. We face a tough bargaining round with the unions next spring. The new contract might be settled more favorably if we could hold out the promise of a large plant here in the city. The firm is also under pressure from the local and state governments to locate here. Favorable taxes might be arranged if we do. We might also get a more positive attitude from the state house if we support the governor in this.

Labor Relations Dept.

It is important, however, to be prepared to support another site should it appear that Columbus is out of the running. That will involve choosing the lesser of two evils--the poor marketing position of Kaoshiung versus the political instability of Durban.

From: The Public Affairs Department
To: The Site Advisory Committee
Re: Considerations for a New Factory Location

As you consider your recommendations to the Board, you should keep these points in mind.

All three of the proposed sites are economically feasible. They have good and bad points, but all are basically acceptable. Yet they are not all equally acceptable.

It will be best to leave the rigorous analysis of production and marketing considerations to those groups. They are most expert in those areas, and the Board will consider their analysis of those factors more than ours in any event. Our role in the discussion will be primarily to make certain that the Board and others are aware of the consequences of particular choices.

It is likely, although not certain, that the production team will recommend Kaoshiung because of its low labor costs. The marketing team is most likely to recommend Durban because of its favorable location. The labor relations team is likely to recommend Columbus.

Our underlying goal must be a negative one. If the Durban site is chosen, it will be a disasterous public relations blunder. Criticism of South African policies of apartheid are growing daily. Important investors may sell their stocks and bonds if we locate there. This would hurt the company financially. Many of our workers are Black. They may well protest such a decision during the contract negotiations next spring. Of course there are ethical arguments against South Africa as well. But even in terms of self-interest, the company should not select the Durban site.

You should express these negative considerations. But if we are to be effective, you will have to support one of the other two sites actively. Deciding which to support will not be easy. Labor costs in Columbus are very high. But they will not make the product uncompetitive, only less competitive. Selecting Columbus would also have good public relations benefits. It has clear advantages over Kaoshiung in terms of access to major markets as well.

Kaoshiung, on the other hand, looks excellent in terms of costs of production. Wages are low and yet the labor force is skilled and disciplined. Only the location is unfavorable. And low production costs and the free trade zone may make up for that.

In the end, you might recommend the site supported by the majority of other teams. That will at least ensure that Durban is not recommended highly to the Board.

From: The Marketing Division
To: The Site Advisory Committee
Re: Considerations for a New Factory Location

As you consider your recommendations to the Board, you should keep these points in mind.

All three of the proposed sites are economically feasible. They have good and bad points. But all three are basically acceptable. However they are not equally acceptable.

It will be our responsibility to market the windmill generators. We must do what we can to locate the new factory in the place best suited to that task. In making that recommendation, access to the major markets must be our chief consideration. Costs of production vary considerably across the three sites. But costs of production are unstable. Conditions change. Geography does not change. And the relative cost of transporting goods from the various sites, therefore, is not likely to change. You cannot ignore production costs, but they are clearly less relevant than marketing considerations.

From this viewpoint, the Durban site is clearly superior. All three sites have acceptable communications systems. Durban and Kaoshiung are equally acceptable in terms of access to modern port facilities. But Durban has a clear advantage in terms of geography. Transportation costs will be significantly less to Western Europe, all parts of Africa and even South Asia if the plant is located in South Africa.

The superiority of the Durban site is supported by production considerations. While labor costs are lower in Kaoshiung, Durban is still competitive. There is not much difference otherwise in the character of the labor force. There should be adequate suppliers of steel and electrical components in Durban as well.

Durban's chief drawback, of course, is the political situation in South Africa. While change in the apartheid system is inevitable, we should not be too pessimistic about how that change will occur and what its impact on our investment will be. It may be many years before the regime comes under significant threat. This may be time enough for our investment to pay off. We may even be able to play a role in promoting peaceful change within the country. Then it may actually be useful to get a toehold in South Africa before conditions get any worse. A new Black regime will need us and the foreign exchange we can earn. Thus we may well be able to weather the storm in the long run.

The political situation is a problem, however, and you may reasonably choose not to recommend the Durban site. You must recommend a

back-up site in any case. In selecting it, you will have to trade off the much lower production costs in Kaoshiung against the better geographical location of Columbus.

From: The Production Division
To: The Site Advisory Committee
Re: Considerations for a New Factory Location

As you consider your recommendations to the Board, you should keep these points in mind.

All three of the proposed sites are economically feasible. They have good and bad points. But all three are basically acceptable. However, they are not equally acceptable.

What is most important for you to consider is the cost of producing the windmill generators. It is our responsibility to keep the cost of producing the generators down so they will be competitive on the world market. Since this is our expertise, the Board will depend highly on your recommendation in its decision. The cost of production is, in any event, the key factor. If we can keep the cost of production down, the marketing people will be able to sell the generators no matter where the factory is located.

Among the three locations, the Kaoshiung and Durban sites are the best suited from this perspective. Considering wage rates, the typical work week, and labor relations, these two are clearly preferable to Columbus. The Taiwan site, along with Columbus, appears the best in terms of how available skilled workers will be as well.

The second production priority is the availability of local firms who can supply parts for our workers to assemble. Here Columbus is best suited. Yet, Durban was selected as a possible site in part because it is one of the most highly industrialized parts of South Africa. Parts would be less available in Taiwan, at least they might not be available at competitive prices. Still, with the free trade zone, we would be able to bring parts into the country at a reasonable cost. In the end, any of the three sites may do as far as this criterion is concerned.

The issue separating Kaoshiung from Durban may be the political situation in South Africa. Resistance to the apartheid regime is likely to grow. If it becomes more violent, the investment of the company would clearly be threatened. Since some of you may be stationed at the new factory as managers, you have a personal stake in this.

CHARACTERISTICS OF THE THREE POTENTIAL FACTORY LOCATIONS

General Descriptions of the Three Cities:

Durban - A city of 851,000 people, Durban is located in Natal Province (2.1 million people along the southeastern coast of the Republic of South Africa). Natal and Durban are highly industrialized areas in comparison with the rest of South Africa. Official languages are English and Africans. Around 250 African languages are also spoken by the Black population.

Kaoshiung - A city of 1,020,000 people, Kaoshiung is located near the southern tip of Taiwan, along the Western coast. The city is among those targeted by the government for industrial expansion. Within it is one of the three "free trade" zones in Taiwan. Such zones offer special incentives for exporters, including the ability to bring imports into Taiwan without paying import taxes.

Columbus - The Columbus metropolitan area has over 1,077,000 people. It is the capital of Ohio (population 10,735,000). It is an inland city located 133 miles from the nearest port (Toledo). Most of its export shipments actually move out of the port of Baltimore, Maryland. While not highly industrialized itself, Columbus is located in one of the most industrialized states in the United States. It is also located within 700 miles of two-thirds of the population of North America.

Factors Affecting Production Costs:

Durban - Economically, factors affecting production costs in Durban are favorable. The white labor force is highly skilled and well educated. Blacks are generally less educated, but they provide a pool of cheap, unskilled labor for assembly work. Wage rates are very low for Blacks, and are low on average for all workers. The unions are no problem, although work stoppages are not uncommon. Natal province is sufficiently industrialized to provide sub-contractors needed to produce component parts.

Kaoshiung - An economically favorable location. Workers are sufficiently educated and well disciplined. Yet, wages are very low. The typical work week is six days long. The unions are government controlled. The steel and electrical machinery industries are relatively small. But if sub-contractors are not readily available, parts can be cheaply shipped in from other countries.

Columbus - Worker education is good, but most other worker characteristics are not as favorable. Wages are very high. The union is strong and independent. There is, in Ohio, however, a large steel and electrical machinery industry to provide sub-contractors for component parts.

	South Africa	Taiwan	Columbus
Labor Force Characteristics:			
Literacy (% literate)	Whites - 100% Blacks - 50%	90%	100%
Wages (U.S. dollars/month)	Whites - $720 All workers - $296	$144	$933
Work Week (days/week)	46 hours/6 days	48 hours/6 days	40 hours/5 days
Employment in Manufacturing (% of all workers)	8%	29%	20%
Labor Management Relations:			
Unions (independence)	Independent for whites; Black unions are powerless.	Government-controlled	Independent, militant
Work Stoppages (#/year)	245	Not available; but wuite low.	42
Industrialization			
Steel Production (millions of tons)	7.9	3.5	21.3 (Ohio)
Electrical Machinery Production (factories/workers)	525/43,400	Not available; but relatively low.	720/124,000

Factors Affecting Marketing Costs:

Durban - Durban has a highly modern port facility for shipping goods. It also has a fully modern communications system. While relatively far from markets in Western Europe, East Asia, and northwestern Africa, it is excellently situated in relation to the East African and South Asian markets. South Africa itself may constitute a major market since it is Africa's most industrialized country but has little oil.

Kaoshiung - Kaoshiung has a modern port facility and communications system. It is ideally located for the East Asian market, particularly Japan. But it is poorly located for the Western European and African markets. The local free trade zone and export incentives make it a reasonable export platform, however. Taiwan itself will be only a small market.

Columbus - Columbus is not a port city. Yet it has reasonable access to major ports on the Great Lakes and the Eastern Seaboard. It has good transportation potential to Western Europe and western Africa. It is less well situated for other markets.

	Durban	Kaoshiung	Columbus
Port Facilities for Shipping Goods:			
Distance to Nearest Port	local	local	133 (Toledo) 331 (Baltimore)
Capacity of Port Facilities	25,951,584 tons	23,340,000 tons	43,917,369 tons (Baltimore)
Communications Facilities: (telephones per 100 persons)	8.3	8.5	7.8
Proximity to Major Market Areas:			
Western Europe	Good	Poor	Good
Africa	Excellent	Fair - Poor	Good - Fair
East Asia (Japan)	Poor	Excellent	Fair
South Asia (India)	Excellent	Good	Poor

The Political Environment:

Durban - The government of South Africa welcomes foreign investors but provides no particular incentives to them. No restrictions are placed on transfers of dividends out of the country. The South African regime has been remarkably stable considering that 18% of the population, the whites, control the country, and reap most of the economic rewards of its rich resources. This stability may be coming to an end. Work stoppages reflect growing Black unrest. Black revolutionary groups are also becoming more active. Military expenditures are high and are rising. Troops are currently stationed in Southwest Africa (Namibia) as well. Should violent change occur, the future of our investments would be uncertain.

Kaoshiung - The government of Taiwan depends on foreign investment. Foreign investors must be registered. They can bring back dividends at any time, but capital investments can only be brought back over a period of twenty years. To encourage investors, the government gives them a five year tax holiday. Machinery imported to set up basic industries is exempt from import taxes. The free trade zone offers other tax breaks which significantly reduce costs of producing the product. The government of Taiwan has been stable since 1949. It seems likely to stay so for the forseeable future. However, international support for the regime has weakened as more governments have recognized the People's Republic of China as the legitimate government of the mainland. The government of Taiwan is dominated by Chinese from the mainland who fled in 1949. However, 84% of the people are native Taiwanese. This may lead to increased tension in the future.

Columbus - The investment in Columbus would be considered domestic and thus would not face any problems foreign investors might face. The state government also provides useful services to exporters, particularly in reaching the Western European market. Most tax incentives are provided by the federal government. The political system in Ohio and the United States appear generally stable, although in recent years economic conditions have been anything but stable with high inflation and high unemployment. Underlying uncertainty about the economic future, coupled with severe energy shortages, could cause significant political changes. High inequality between the white majority and Black and Chicano minorities could also lead to political violence under these economic conditions.

Government Support for Exporters:	Durban	Kaoshiung	Columbus
	Tax incentives are provided to exporters. Deductions for market development costs are allowed on tax returns. Foreign exchange controls restrict imports.	Free trade zone provides great tax relief. 47% of GNP is exports, so government policy is highly supportive.	State government maintains offices in Europe and Japan to promote exports. Some federal tax incentives available through special export corporations.

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CHARACTERISTICS OF THE THREE POTENTIAL FACTORY LOCATIONS

General Descriptions of the Three Cities:

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Durban - Economically, factors affecting production costs in Durban are favorable. The white labor force is highly skilled and well educated. Blacks are generally less educated, but they provide a pool of cheap, unskilled labor for assembly work. Wage rates are very low for Blacks, and are low on average for all workers. The unions are no problem, although work stoppages are not uncommon. Natal province is sufficiently industrialized to provide sub-contractors needed to produce component parts.

Kaoshiung - An economically favorable location. Workers are sufficiently educated and well disciplined. Yet, wages are very low. The typical work week is six days long. The unions are government controlled. The steel and electrical machinery industries are relatively small. But if sub-contractors are not readily available, parts can be cheaply shipped in from other countries.

Columbus - Worker education is good, but most other worker characteristics are not as favorable. Wages are very high. The union is strong and independent. There is, in Ohio, however, a large steel and electrical machinery industry to provide sub-contractors for component parts.

Blank Outline Fact Sheet
for Student Research

	South Africa	Taiwan	Columbus
Labor Force Characteristics:			
Literacy (% literate)	Whites - Blacks -		
Wages (U.S. dollars/month)	Whites - All workers -		
Work Week (days/week)			
Employment in Manufacturing (% of all workers)			
Labor Management Relations:			
Unions (Independence)			
Work Stoppages (#/year)			
Industriallization			
Steel Production (millions of tons)			
Electrical Machinery Production (factories/workers)			

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Factors Affecting Marketing Costs:

Durban - Durban has a highly modern port facility for shipping goods. It also has a fully modern communications system. While relatively far from markets in Western Europe, East Asia, and northwestern Africa, it is excellently situated in relation to the East African and South Asian markets. South Africa itself may constitute a major market since it is Africa's most industrialized country but has little oil.

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Columbus - Columbus is not a port city. Yet it has reasonable access to major ports on the Great Lakes and the Eastern Seaboard. It has good transportation potential to Western Europe and western Africa. It is less well situated for other markets.

	Durban	Kaoshiung	Columbus
Port Facilities for Shipping Goods:			
Distance to Nearest Port			
Capacity of Port Facilities			
Communications Facilities: (telephones per 100 persons)			
Proximity to Major Market Areas:			
Western Europe			
Africa			
East Asia (Japan)			
South Asia (India)			

The Political Environment:

Durban - The government of South Africa welcomes foreign investors but provides no particular incentives to them. No restrictions are placed on transfers of dividends out of the country. The South African regime has been remarkably stable considering that 18% of the population, the whites, control the country, and reap most of the economic rewards of its rich resources. This stability may be coming to an end. Work stoppages reflect growing Black unrest. Black revolutionary groups are also becoming more active. Military expenditures are high and are rising. Troops are currently stationed in Southwest Africa (Namibia) as well. Should violent change occur, the future of our investments would be uncertain.

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Columbus - The investment in Columbus would be considered domestic and thus would not face any problems foreign investors might face. The state government also provides useful services to exporters, particularly in reaching the Western European market. Most tax incentives are provided by the federal government. The political system in Ohio and the United States appear generally stable, although in recent years economic conditions have been anything but stable with high inflation and high unemployment. Underlying uncertainty about the economic future, coupled with severe energy shortages, could cause significant political changes. High inequality between the white majority and Black and Chicano minorities could also lead to political violence under these economic conditions.

Government Support for Exporters:	Durban	Kaoshiung	Columbus

Lesson Ten: ADOPTING A SISTER CITY -- HOW DECISION RULES OUR DECISIONS

Duration: Three class periods.

Purpose: To show students that the ways in which a group arrives at a decision and the way in which an issue is phrased can affect decisions the group will make about its international activities.

Objectives: Students will identify different ways in which the class and an actual organization can make and word two concrete international decisions. They will analyze whether these differences are likely to lead to different decisions.

Background Information for Teachers:

How individuals feel about particular international activities, policies, or decisions will depend on the information they have, their values, and how their interests are affected. What a group or organization decides to do internationally, however, may mostly reflect how the decision is made and what decision the group is asked to make.

What a group does can be decided in one of three ways--by authority, by voting, or by concensus.

First, the decision can be made by means of authority. That is, the decision can be made for the group by a leader or group of leaders. When a teacher makes a decision for the class, the decision is based on authority. So is a decision made for the school by the student council. Appointed or elected leaders decide for the group on the basis of the authority they have been given. Particularly if there is only one "leader" a decision based on authority can be the easiest to make. Even with a group of leaders, there will be relatively few people who have a voice in the decision. So there is no need to convince a large number of people and then pool their individual choices. But there is also no way to handle disagreements by members. So even if members accept the authority of the leader, they may or may not always abide by the decision.

Second, a decision can be made by means of voting. That is, each individual in the group can make a decision on the issue and then make that decision known in some formal way like casting ballots. The decision of all the members are counted and the group does what most members want. "Most" can actually mean different things. If the "majority rules," then over half of the group must agree on a particular choice. (Some groups require a two-thirds majority.) If the "plurality rules," then the choice with the most votes wins, even if less than half the group agrees. Voting is also a relatively easy way of making a decision. It also assures a decision that "most" of the members in the group agree with. But it also disregards the choices of the "minority."

Third, a decision can also be made by means of consensus. Each individual in the group again makes a choice. But in this case all members must agree with a particular alternative before a decision is made. If the members cannot agree on a particular course of action, there is in effect no decision. Consensus decisions are the hardest to make. Not only do all members have a voice, but the voice of every members counts. The difficulty of reaching a decision grows harder as the size of the group increases and as the importance of the issue increases. At the same time, consensus decisions ensure that everyone in the group agrees with the ultimate decision. This can be important if every member of the group must do something later on for the decision to be carried out.

The different ways of making a decision can also lead to very different decisions. How a decision is made affects who has a part in making the decision and how much his or her voice counts. If only a few people are involved, as with authority decisions, the interests, values, information, and priorities which are brought to bear on the decision may be very different than the interests, values, information, and priorities which characterize the average member of the group. Decisions made by means of voting ensure that decisions reflect the interests and values of most of the members, but that majority can simply disregard the interests, values, and priorities of the minority. Consensus ensures that the interests, values, and priorities of all members are taken into account. But it can also make many decisions impossible.

The wording of the issue to be decided on by a group can also affect a decision profoundly. Negotiations between national governments often focus on the "wording" of the agreement or treaty. Wording can be important because it can radically change the nature of the issue, and therefore the positions people take. If a class decision will be binding on all students rather than merely a recommendation as to what students ought to do, the stakes of the decision increase. People who might vote "yes" on the recommendation might well vote "no" on the binding issue.

This lesson asks students to identify logically some of the ways in which the class could make a decision, including who would have a voice and what the decision rule would be. Students then analyze the probable results of different decision procedures, using a case study of a real mid-Ohio organization. They are asked to speculate about how different people within the organization are likely to have felt about the decision they faced, using insights gained in past lessons. They use these analyses in a short decision-making simulation.

Materials: One copy of the Decision Situation for projecting, and sufficient copies of The Saga of an All World City, The Rest of the Saga, and the Decision Process Worksheet for each student.

Strategies:

OPENING THE LESSON

Step 1: We have been looking at ways in which the interests, values, information, and stereotypes of people affect attitudes and decisions about international activities. We have also seen how people's jobs within an organization and the responsibilities they have outside the organization can affect their decisions. But when a group decides about something, how it goes about deciding--and what it chooses to decide--can also make a big difference.

Groups can make decisions in a number of different ways. Remind students of the decision the class made about raising money for UNICEF (Lesson Eight). There the class voted and a majority ruled. In what other ways might the decision have been made? (For example, the teacher could have decided for the class, the class officers could have decided for the class or a special committee could have been created to decide, or the class might have required a two-thirds majority, or since everyone in the class would have participated, the decision might have been made only if everyone in the class agreed.)

Step 2: Define and discuss the three ways in which decisions can be made. Note what type of decision is represented by each example the students suggest above. Students should also see that how a decision is made affects who has a voice in the decision. Only the interests, values, images and priorities of people who have a voice count. So different ways of deciding can lead to very different decisions for the group.

Project the set of Decision Situations and have students identify which of the three decision processes would be best to use, or most likely, and why.

DEVELOPING THE LESSON

Step 3: Have students read "The Saga of the All World City." This is an example of how one mid-Ohio group actually went about deciding whether to set up a sister community relationship between Columbus and a city in another country. Do not have the students read "The Rest of the Saga" yet.

Step 4: Hand out copies of the Decision Process Worksheet and have students complete it. They should use information contained in the article but will have to use other knowledge and their imaginations for part of it as well.

Step 5: When students have completed the worksheets, discuss the issue facing All World City (question 1 on the worksheet) and in general how most members felt about it. Students should understand that most members doubted that the organization could meet the commitment the "contract" would create. Yet, they

were torn because a "no" decision would mean that the organization would appear to be giving up its chief objective.

Step 6: Divide the class into three or four groups. Each group will be charged with making three decisions:

1. Each group should immediately elect a leader through plurality voting.

2. Each group should then discuss how the issue facing All World City ought to be worded. The leader will decide on the wording for the group (authority decision).

3. Each group will then discuss the issue with which their leader has charged them. They will attempt to reach a decision on this issue by means of consensus.

Note that the students should not attempt to simulate All World City. They should base their decisions on their own personal feelings, loyalties, values, and ideas.

CONCLUDING THE LESSON

Step 7: After the groups have discussed the issue facing them in the third decision for awhile, tell them to come to a consensus quickly. This should prove difficult at best. It is likely to prove impossible. Do not allow them a great amount of time in any event.

Reassemble the class and discuss the group decision-making and the worksheets. You might focus the discussion on the following questions:

1. You have reached three decisions by three different means. Which was the easiest? Which the hardest? Why?

2. Do these same conclusions apply to the decision faced by All World City? That is, would it have been easiest simply to let the president decide? Would consensus among all the members be the hardest?

3. Would it have made a difference how the decision was made? That is, was there a way to make this decision that was more likely to lead to a "yes" decision? Why? (Question 5 on the worksheet. There is only one--the president decides. Note that this judgment is not a certain one. The president might have decided "no" for very good reasons. Likewise, there is an outside chance that the majority of members of the executive committee might have voted "yes.")

4. There are drawbacks to having the president decide by himself. What might they be? (Think about how students would feel if the teacher had made the decision about helping UNICEF!!)

5. The feelings of some people in the organization are not described in the article, particularly the representatives of the aid and other voluntary organizations and the lawyer. How do you think these four people might have voted and why?

6. Do you think the president could have changed the wording of the issue and avoided this dilemma (that is, get a "yes" decision by reducing the doubts about whether the group could meet its commitment)?

Step 8: Have students read "The Rest of the Saga." Then discuss how the real All World City actually resolved the problem (that is, how it changed the issue) and whether, as things turned out, this seemed to be the best thing to do.

INSTRUCTIONAL OPTIONS

Resource Persons:

-Instead of reading "The Rest of the Saga," invite a resource person from the All World City project to come to the class. After the resource person describes the resolution of the problem and whether this was the best thing to do, students should be prepared to ask how that particular member of the group voted and why. (Call 461-0632 two weeks in advance.)

English and Language Arts:

-Read a story to the students in which the main character is involved in a dilemma. Stop at the point where the character must make an important decision. Then, through discussion and voting, have the class reach a decision on what the character should do. Finally, have each student write his or her favorite decision and continue the story from that point from their own imaginations.

-Have the students write a short, personal narrative telling about a real situation in which they had to make an important decision. In their narratives they should tell what went into their decision-making process and what the results of their decision were.

-Have the students interview their parents or other adults to discuss some important decisions they have had to make. Then have the students write a short report on their discussions.

-In small groups, have the students discuss the outstanding features about Columbus and reach a consensus about the five most important features which could be used to "sell" Columbus as a potential "sister city." Then, have each group devise a way(s) of "selling" Columbus to the potential sister city.

They could use spot radio and television announcements and commercials, posters, brochures, or short speeches.

-Have students plan and give panel discussions on the advantages of holding a World's Fair in Columbus in 1992.

-Permit the students to discuss and come to a consensus on a few classroom rules which they must "live with" for one week. At the end of the week, discuss the rules with regard to fairness and individual freedom. Have each student write three reasons why he or she favors or does not favor a particular rule.

DECISION SITUATIONS

1. Your class is taking a tour of COSI. As you go through the telecommunications exhibit, you are joined by a group of Japanese tourists who speak little English. Suddenly other people in the building hurry toward the exit. Someone must be chosen to explain to the Japanese that a fire has broken out and lead them to safety.

2. Five high school students have expressed an interest in a summer abroad program. Two want to go to Spain. Two want to go to Mexico. The fifth just wants to go somewhere. Unless all five go to the same place, however, none can go.

3. The Board of Directors of a giant multinational corporation must decide where to locate a new solar systems factory.

4. A very small mid-Ohio voluntary organization is considering whether to set up a sister city program with a Latin American city. If they do, every member would have to actively support the project, or it would almost certainly not succeed.

5. Your class has held a Walk-a-thon for an international charity. You must decide, however, to which of three organizations you will give the money--CARE, UNICEF, or CROP.

THE SAGA OF AN ALL WORLD CITY

"We are. . .convinced that the Columbus area can make an impact on the quality of life of world citizens."

With that sentiment, a new voluntary organization was launched in mid-Ohio in the summer of 1976. All World City was started by Reverand James Smith, a Catholic priest from the Columbus Diocese. Concerned about hunger in the world and convinced that Columbus could make a difference, Reverand Smith gathered eighteen community leaders and experts on agriculture and economic development. The group met for the first time in an attic conference room of a research center on the Ohio State University campus.

The group's primary concern centered on the problems of hungry people. But their goals were broader. They knew that the root cause of hunger was poverty. They believed that efforts to change conditions in the poorer parts of the world required the help of people in places like Columbus. They would require that mid-Ohioans come to understand the problem, and make personal and long-term commitments to do something about it.

Actually the goals of the group were not unlike those of other organizations in mid-Ohio and around the country. They wanted to increase "the understanding and awareness of people in central Ohio about people in other countries." This would serve their basic goal: to promote agricultural and economic development to meet human needs.

How to do this? The group charted a unique, ambitious, but not all that complicated strategy. They would pick one community in a less developed country. More people in mid-Ohio might become interested and involved if their activities were focused on a "sister" community. Personal relationships might be built up. The goal might seem more realistic. And it would be. The activities of different local groups would better reinforce each other so that together they would have a greater impact.

All World City planned to enter into a five-year contract with representatives of this "sister" community. The contract would commit the organization and mid-Ohio to engage in "broad and intensive activities" aimed at promoting development and mutual understanding. For example, local businesses might increase imports from the other community, or make investments in it. Aid organizations might use some of the money they collect to sponsor self-help programs in the sister community. So might the churches. Universities could exchange faculty and students, particularly in subjects like agriculture. Even local high schools and middle schools might become involved in student exchanges or other programs.

Money to pay for these activities would be a problem. Some money could come from donations by people, organizations and business firms in mid-Ohio. Members of All World City could encourage other organizations and their employers to create or strengthen existing activities with the sister community. Money for special projects might come from the federal government through the United States Agency for International Development (USAID) or local foundations, organizations which give money to support worthwhile community programs. At some point, local governments would also be asked to include projects within their regular budgets. These would be paid for by tax revenues.

The eighteen members of All World City were well placed for the task. The first President of the organization was Reverand Smith, its founder. The eight-member executive committee included, besides the president, two agricultural specialists from Battelle Memorial Institute and the College of Agriculture at Ohio State University. It also included the Regional Director of CARE, two agribusiness specialists from Continental Grain Company and Ross Labs, the Director of international exchange programs at Capital University, and a local attorney.

Other members of the organization included two political science professors from Ohio State University, leaders of the Columbus Area League of Women Voters and the Hunger Task Force. An agricultural economist with the Ohio Farm Bureau was also a member. So were two assistant superintendents for the Columbus Public Schools and the parochial schools of the Diocese of Columbus. The group even included representatives from three government agencies--Franklin County Children's Services, the Mid-Ohio Planning Commission, and the Franklin County Welfare Department.

These people did not really "represent" their organizations. They could not make commitments on behalf of their employers or groups. But they were counted on to represent the attitudes and interests of their employers and organizations in making decisions within All World City. They were also expected to bring the goals and activities of All World City to the attention of people within their other groups. In these ways they could help All World City make good decisions. They could also help increase awareness of and support for the organization within important parts of the mid-Ohio community.

Mid-Ohio was also a good place to locate an organization like All World City, that is, one concerned with economic, particularly agricultural, development and education. The community has many agricultural businesses, including three grain exporting firms, Borden, Inc., Worthington Foods, the FMC Corporation and Ross Laboratories. Mid-Ohio is also a center of agricultural research, with specialists at Ohio State and Battelle.

Many other people within the community also have experience and knowledge of hunger and development issues. Leaders and members of organizations such as CARE, the Columbus Committee for UNICEF, Project HOPE, CROP, the Hunger Task Force, and Operation Push are experts on the problems of organizing volunteer efforts, as well as on the problems of hunger and poverty. Mid-Ohio churches also are involved through their overseas missions.

In April, 1977, members of All World City began the all important process of selecting a "sister" community which would be partner to their efforts. Criteria for selecting a city were identified. Preference would be given to a city which was close to Columbus, to lower travel costs. They looked for a city which was similar in economic make-up and in ethnic or religious make-up. Central Ohioans might more easily identify with people from their "sister" community if it was not too different. A city with existing ties to central Ohio would also be preferred since there would already be local people who were knowledgeable about and interested in the sister community.

The sister community also had to have a university, good relations with the United States government, and a stable and democratic government. A community of about the same size as mid-Ohio was also preferred since then the tasks involved would seem more practical. Finally, the sister community had to need the relationship. It had to be in a poorer part of the world, and most importantly, it had to be in a food deficit country. That is, it had to be in a country which did not grow enough food to feed its people.

An original list of eighteen communities ranging from Guatemala City, Guatemala, Nakuru, Kenya, and Dacca, Bangladesh was suggested to the All World City members. Yet, a consensus, both within the city selection committee and within the organization as a whole, built quickly for one community in particular--Santo Domingo, the capital of the Dominican Republic.

Members of the city selection committee traveled to the Dominican Republic to explore the interest of people there. They found some interest in a sister community relationship. But reactions of Dominican leaders were guarded. They had been involved in and had seen such relationships in the past. More often than not they had built false hopes. As often as not, they had cost the poorer communities more in travel and hosting expenses than they had gained through real programs aimed at helping people.

After the visit to the Dominican Republic, the nature of the decision faced by All World City changed. No longer was the selection of a sister community *per se* the issue. The really hard decision

now had to be faced. Should All World City enter into a contract with community leaders in Santo Domingo? Was the effort feasible? Or was it overly ambitious, and thus doomed to failure from the start?

The decision was complicated by reactions of people in mid-Ohio to the sister community idea. At the same time that the city selection committee explored different possible sister communities, other committees had been at work. The funding committee had contacted local foundations to find out whether they might give money to support the efforts of the group. A member of the executive committee had explored possibilities of getting money from USAID. Other members had talked with leaders of other voluntary organizations about how they might help.

Reactions by all these groups were lukewarm. Some foundations said they did not fund international programs. Others said they would like to see proposals for "real" programs which addressed the needs of Santo Domingo in concrete ways.

Even local voluntary groups appeared lukewarm. Aid organizations were the least interested. They may have been afraid that All World City would eventually compete with them for donations. Other organizations were more interested. But they had not planned any programs with people in Santo Domingo, and they were unwilling to change their programs and priorities right away.

With the lukewarm reactions of people in other organizations, the members of All World City faced a serious dilemma. They could go ahead with the contract with the Dominican Republic, and possibly not be able to do what they said they would do. Or they could not enter into the contract with the Dominicans or any other sister community. But this could mean an end to the organization since entering into such a contract was their basic goal.

Among the members, perhaps the most discouraged were the people involved in business, the government agencies and the schools. These people knew that getting their own organizations involved in the sister community program would take some time. But they believed that the voluntary organizations would be more enthusiastic. The agricultural researchers were also discouraged, but mostly by the reactions of the foundations and officials in Washington. Only the president and few other members believed "things would work out" if only the commitment were made. So the organization faced the meeting at which it would make its decision with grave doubts about its goal and its future.

Worksheet

DECISION PROCESS WORKSHEET

1. According to the article, what is the decision (issue) which faced the All World City organization at the end? (Hint--the issue should be worded so that the decision involves a "yes" or a "no" choice.)

2. The article does not indicate how All World City intends to make its decision. Five possible ways are listed below. On the lines to the right of each, indicate which of the three types of decision processes (authority, voting, or consensus) each represents.

Ways the Decision Could be Made	Type of Process
a. President decides for the group	_____
b. The executive committee decides by casting ballots.	_____
c. The executive committee reaches a consensus and decides for the group.	_____
d. The members debate the issue and the majority rules.	_____
e. When all the members agree on a course of action, the decision will be made.	_____

3. Do you think any of the above five ways of making the decision is likely to lead to a "yes" decision?

Yes _____ No _____

If yes, which one(s)? _____

_____

4. Why do you think these will lead to a yes decision (or why not if you believe none will)?

5. Pick one member of All World City, other than the president. Identify whom you have picked by writing his or her job title from the article (page two). Then put yourself in his or her position and describe how you think this person would feel about the decision facing All World City. (Use information that is in the article, but you will have to use your imagination and what you have learned from past lessons as well.)

   a. Individual's job title:

   b. Is the individual a member of the executive committee?

      Yes _____ No _____

   c. Are there reasons why you would want to make a "yes" decision on the issue? (If so, what are they?)

   d. Are there reasons for making a "no" decision? (If so, what are they?)

   e. When you put the pro's and con's together, are you most likely to decide "yes" or "no?"

      Yes _____ No _____

   f. When the group discusses the issue, how likely is it that you might change your decision because of what other people say?

      A change is very possible. _____

      A change is possible but not likely. _____

      A change is not possible. _____

6. All World City could avoid a "no" decision and still continue to work toward its goals by rewording the issue. Can you think of how the issue might be reworded so that a "yes" decision by the organization is more likely, regardless of the way in which the decision is made?

THE REST OF THE SAGA

All World City met to decide its fate on November 8, 1977. Whether to create a sister community relationship with Santo Domingo was a difficult decision. Such a relationship would require a tremendous commitment. Each member would have to support the decision actively if the group was to succeed. Thus the decision, as with most decisions made within the group, would be made on the basis of a consensus among members. If even one doubted that the commitment could be met, All World City might well cease to exist.

The president knew before the meeting, however, what the decision would be. The members were highly unlikely to reach a consensus to go ahead with the contract. Anything could happen in the meeting, particularly if a few members really defended the project enthusiastically. Still, it was wiser not to leave that to chance. Too many members had doubts about their ability to fulfill their responsibilities.

So before the fateful meeting, the president contacted members of the organization informally. He got their views about what kind of commitment they would be willing to make. When the day of the meeting finally arrived, All World City faced a very different decision than the one they had faced only days before.

> "We have been facing a controversy or dilemma for much of our existence, the president wrote in a letter sent to each member prior to the meeting. This centers around the key issues of goals versus practical realism. It seems that we have three alternative courses of action:
>
> 1. Attempt to build a 'significant' program directed toward becoming involved in the development process in the Dominican Republic.
> 2. Direct our attention toward benefits to Central Ohio and basically become a catalyst to spark or foster projects that will encourage greater international involvement among the people of Central Ohio--the focus again would be on development programs with the Dominican Republic but this would involve primarily working with and through many other organizations, with no formal commitment on our part.
> 3. Go out of business."

The members of All World City were no longer faced with a decision that would require either a tremendous commitment or the end of the organization. A middle course had been identified. It did not

involve a contract with the people of Santo Domingo. It would go more slowly. It would be less exciting and less dramatic. But it would also be more practical. It was a choice that both got around the fears of many members and which would allow the group to continue operating.

At the meeting itself, a consensus for the second of the three alternatives, the middle course, was built. Some members did hold out for the more ambitious course. None wanted to see the organization go out of business. In the end, all agreed. There would be no contract with the Dominican Republic. At the same time, the members would work to get other organizations to commit themselves to future programs with people in the sister community. Perhaps someday another meeting would face this issue again, with the resources and interest in the community which would allow a more ambitious choice.

The decision to lower expectations was perhaps inevitable. It was perhaps the most responsible decision the group could have made. It was not a decision without costs, however. The appeal of All World City had been its ambitious goals. The eighteen people who had been gathered together to form the organization had been attracted because the group seemed to be unique and exciting. How much of that allure was gone. All World City had voted to continue, but it had lost some of its edge of excitement. As a result, many of its members, all busy people, began to lose interest as well.

All World City still exists today. But little has been done to turn the decision made in 1977 into reality. In fact, the organization has not met since May of 1979.

All World City may someday meet again. It may even achieve the goals it set for itself in a year and a half of activity. But if it does, it is likely to be a very different group. It is likely to have different members. It may even have a very different idea of what All World City should be about.